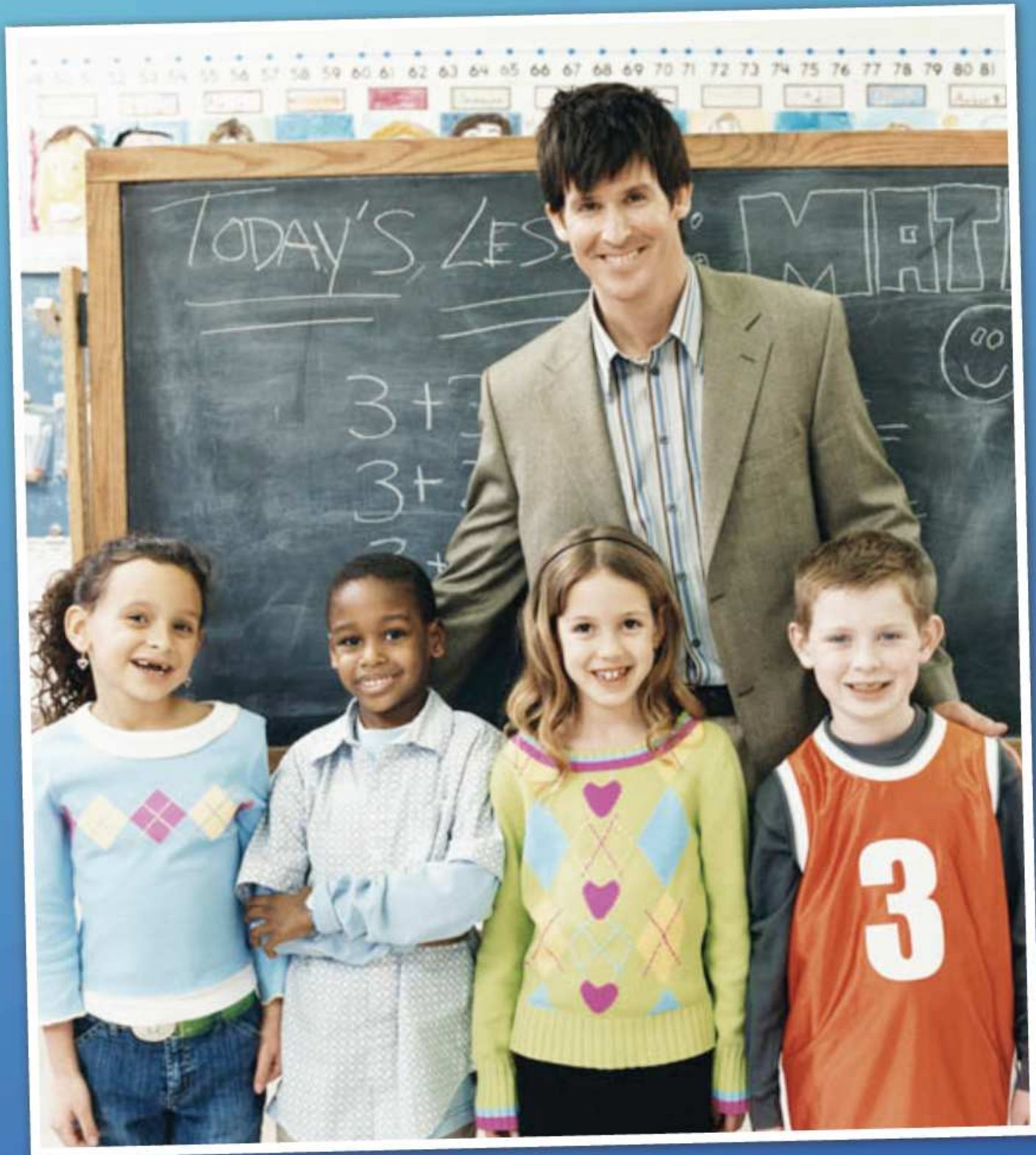


# Detroit Public Schools



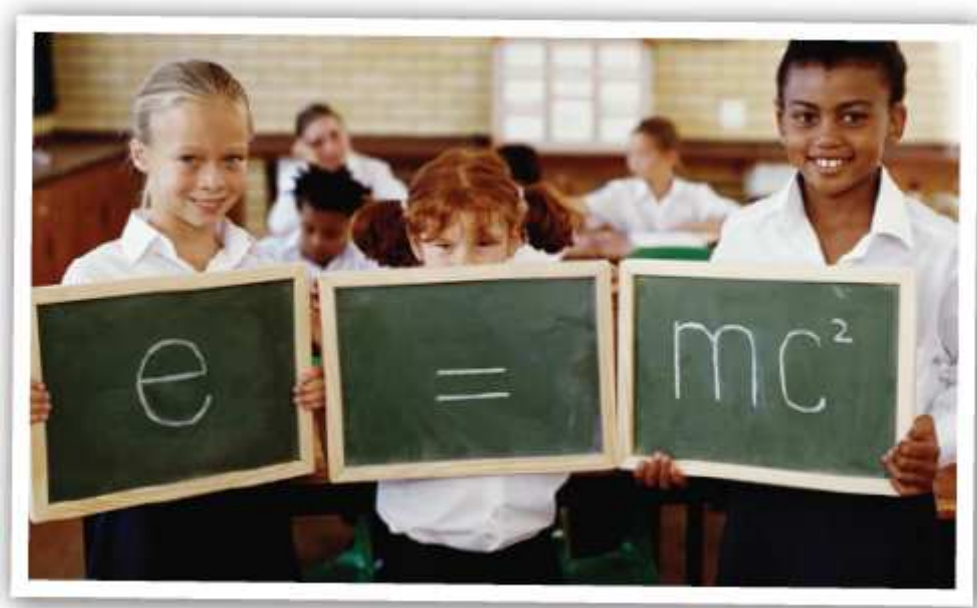
## TITLE I PARENT HANDBOOK

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# Purpose



No Child Left Behind Title I - Improving the Academic Achievement of the Disadvantaged is the largest single program of federal aid for elementary and secondary education. Decisions on the use of Title I funds are focused on needs at the school level within general guidelines from the state and district level. The critical element of the law is accountability which requires educators to show results for their efforts as well as compliance with program rules.

The purpose of this handbook is to assist Title I parents in the understanding of the NCLB law. Title I is dedicated to improving the educational opportunities for all students by helping them:

- succeed in the regular program.
- attain grade-level proficiency.
- improve academic achievement.

The No Child Left Behind (NCLB) Act of 2001 represents the most significant expansion of the federal role in K-12 education since Congress mandated access to education for all handicapped students in 1975. In fact, in terms of scope, the NCLB could be compared to the 1964-65 "Great Society" legislation that desegregated America's schools and authorized the first significant federal aid for K-12 education.

## **The federal government:**

- Has set minimum qualifications for teachers in all the nation's public schools - whether or not the schools receive federal funding.
- Set minimum qualifications for all paraprofessionals in Title I schools.
- Has established a mandatory national deadline for all public schools to bring all their students to an achievement level deemed "proficient" by the state with a penalty of restructuring for Title I schools missing the deadline.

- Authorizes use of federal funds for extra tutoring for students in at risk Title I schools.
- Mandates the use of curricula and techniques grounded in "evidence-based research" for federally funded programs.
- Has made provisions to make teacher credentials a matter of public record (Parents' Right to Know).

### **Title I and Family Involvement**

Over thirty years of research has proven beyond dispute the positive connection between family involvement and student success. Effectively engaging parents in the education of their children has the potential to be far more transformational than any other type of educational reform. Family involvement can be defined in a broad manner. We view it as a continuum of opportunities in which families may choose to participate in order to support their children's education. Schools and teachers are eager to provide parents with concrete and practical suggestions for how they can support their child's education at home. These opportunities may range from communicating with your children about the importance of education and providing a time for homework, to becoming partners in the decision-making process at the school, district, or state level.

Research has shown that the following successes have been found through an effective family involvement model:

- Students perform better academically and have fewer discipline problems
- Students have better attendance and homework completion
- Students have positive attitudes toward school, graduation rates are higher, and they are more apt to enroll in college or vocational institutes
- Students become more responsible adults
- Parents become more knowledgeable of how to support and encourage their children Parents understand the curriculum and what their children are learning in school
- Parents discuss their children's school activities, class work, and homework more frequently Teachers and administrators recognize the importance of parents in motivating and reinforcing student learning
- Teachers provide interactive homework assignments for families and children to do together

Family involvement is a core principle of Title I. Congress has placed greater emphasis on having schools help parents with their children through direct family involvement in the educational process. The 2001 reauthorization adds yet another dimension. The law now emphasizes the role of families as consumers of education. The most significant change is in how success is measured. Family involvement activities will be deemed a success or failure, not based on the number of parents involved, but by the impact on student achievement. Working together to build and strengthen partnerships among families, communities, and schools will heighten compliance and accountability.

## Building Effective Family Involvement Models

In order for schools to establish strong family involvement models and plan effective best practices, strategies, trainings and family involvement initiatives, there must be coordination between the school, community, parents, and students. Information is provided to guide schools in establishing effective family involvement models that will address the needs of the school, foster family involvement, and increase student academic achievement.



## Title I Schools and School-wide Programs

Each year schools are identified as Title I Schools according to the percentage of students in the school eligible for free or reduced price meals. For FY10, the percentage for eligibility is 40% for all schools.

Once a school is identified as Title I, the school begins to plan a Title I School-wide program, which serves ALL students in a school. School-wide programs provide flexibility in the use of federal funds allowing the School Advisory Councils (SAC) to design programs that will enhance the learning of all the students in the school.

As part of the implementation of the School-wide program, each Title I school is required to write a School-wide Plan (SWP), which is incorporated into the School Improvement Plan (SIP), and therefore is not a separate document.

### **Outline of School Improvement Plan (SIP/Title I School-wide Plan (SWP))**

The intent of the SIP/SWP is to raise the educational achievement of all students in the school while focusing on the educational needs of at-risk students. The plan should reflect all strategies the school intends to implement in the upcoming year.

The SIP must address parent involvement in two ways. First, it must describe how the school will provide students with written notice about the school's identification for improvement. Second, it must specify the strategies that will be used to promote parental involvement. This can be accomplished by including the school's Family Improvement Policy/Plan.

The school must also have a Family Involvement Policy/Plan. The strategies of this plan must be included in the SIP/SWP. The Family Involvement Policy/Plan may become the Parent Goal in the SIP/SWP.

Each SIP/SWP plan is unique, resulting in effective and efficient approaches to the delivery of instructional services. The SIP/SWP must specifically include ten components. The required TEN COMPONENTS are listed below.

**1. A comprehensive needs assessment of the entire school based** on information that includes the performance of students in relation to the Michigan Education Academic (MEAP), as well as, NCLB AYP data should:

- include objectives based on MEAP.
- include objectives to assist all subgroups to meet Adequate Yearly Progress (AYP).
- include most recent of data to show the performance of subgroups.

**2. School-wide reform strategies should:**

- provide opportunities for all students to meet the state's proficient and advanced level of student achievement.
- use effective methods and instructional strategies based upon *scientifically* based research that:
  - strengthen the *core academic program* in the school.
  - increase the *amount and quality* of



learning time, such as providing an extended school year, before and after school programs, summer programs, as well as opportunities that

help provide an enriched and accelerated curriculum.

- include strategies for meeting the educational needs of historically underserved populations.
- address the needs of all students in the school, but particularly the needs of low performing students, subgroups not meeting AYP, and those at risk of not meeting Michigan Academic Standards.
- address how the school will determine if such needs have been met are consistent with, and are designed to implement, the state and local improvement plans.

### **3. Instruction by "highly qualified teachers" should include:**

- ongoing staff development at school, district, state, and national level.
- collaboration in grade level, learning team, and faculty meetings to discuss strategies and instructional models to increase student achievement.
- collaboration and discussion of interventions for at-risk students including students in subgroups not meeting AYP.
- mentoring and modeling of lessons for teachers.
- planning time to prepare focus lessons to meet the needs of diverse learners.
- continuous review of school and student data to plan instruction.

**4. High quality and ongoing professional development** should be provided for teachers, principals, paraprofessionals, pupil services personnel, parents, and other staff to enable all students in the school to meet Michigan Academic Standards. The school must devote sufficient resources to effectively carry out professional development activities, and the school is authorized to enter into a consortium with another school to carry out such activities. High quality and ongoing professional development should:

- reflect the School-wide Plan objectives and budget.
- be continuous and use data that supports the effectiveness of the training as it links to student achievement.
- be **scientifically** research-based.

### **5. Strategies to attract highly qualified teachers to high-needs schools include:**

- safe and secure working environment.
- continuous professional development for the staff.
- professional collaboration and planning time.
- district incentives to help teachers meet certification requirements. 0 sign-on incentive bonuses.

### **6. Strategies to increase family involvement should:**

- involve families and the community in decision making policies and planning at the school center.
- inform families of school activities and encourage their involvement.
- provide families with training in reading, writing, and math.
- encourage volunteers and business community partnerships.
- encourage families to participate in classroom and School-wide events.

- provide families with extensive workshops that build their capacity.
- provide staff members with training on the importance of family involvement.
- Provide families and community the opportunity to evaluate family involvement initiatives.

**7. Plans for assisting students in transition** from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs or to and from middle school should be included. (The law requires transition plans for preschool to elementary school. Transition plans for elementary school to middle school and middle school to high school are not required, but are recommended.) Strategies to assist students in transition should:

- inform families of necessary readiness skills at kindergarten registration.
- offer preschool programs and collaborate with kindergarten teachers regarding Michigan State Standards.
- include a collaborative effort between school personnel and district personnel to examine Michigan State Standards in Pre-K and Kindergarten.
- provide opportunities for elementary school personnel to meet with middle school personnel to discuss student transition.
- provide opportunities for transitioning students to tour middle and high schools.
- provide opportunities for middle school personnel to meet with high school personnel to discuss transition from middle school to high school.
- provide opportunities for parents to meet with guidance counselor and appropriate staff at meetings to discuss school transitions.

**8. Measures to include teachers in the decisions regarding the use of academic assessments** in order to provide information on, and to improve, the achievement of individual students and the overall instructional program should allow them to:

- collaborate with administration and colleagues to analyze data frequently to inform them of student needs during Learning Team Meetings and/or Single School Culture Meetings.
- record and graph data to drive instruction and student groupings.
- plan appropriate focused lessons for diverse learners.
- administer assessments to measure student growth.

**9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of Michigan State Standards will be provided with effective, timely additional assistance.** Strategies to assist students should include:

- the use of data to provide organizational grouping of students to meet their needs.
- core lesson plans that re-teach and emphasize specific information to students.
- a wide range of material and specific strategies to target students' needs.
- tutorial and homework assistance programs offered to build student success.
- provide extended learning opportunities that include Saturday, before school, after school, and Saturday tutorial programs using "best practice" strategies and current student data.
- computer technology courses that offer tutorial assistance in core subject areas

**10. Coordination and integration of federal, state, and local services** including programs related to Title I, violence prevention, nutrition, housing, Head Start, adult

education, vocational and technical education, and job training, is evident. Strategies for coordination should allow the entity to:

- collaborate with community based agencies to assist with student needs.
- utilize services and agencies to promote business and community involvement.
- coordinate with services and outside agencies to increase student programs through grant monies.
- provide resources to students and families to promote academic achievement.

### **What is Adequate Yearly Progress (AYP)**

#### **Accumulation of consequences for not making AYR**

<b>1 Years</b>	<b>Review of School Improvement Plan and Address subgroups not meeting AYP</b>
<b>2 Years</b>	<b>NCLB Choice Transfer, Revised School Improvement Plan and Supplemental Educational Services (SES)</b>
<b>3 Years</b>	<b>NCLB Choice Transfer with Transportation, Supplemental Educational Services (SES) and Revised School Improvement Plan</b>
<b>4 Years</b>	<b>NCLB Choice Transfer with Transportation, Supplemental Educational Services (SES) and Corrective Action Plan</b>
<b>5 Years</b>	<b>NCLB Choice Transfer with Transportation, Supplemental Educational Services (SES) and Continue Corrective Action Plan for Restructuring</b>
<b>6 Years</b>	<b>NCLB Choice Transfer with Transportation, Supplemental Educational Services (SES) and Implement Restructuring Plan</b>
<b>7 Years</b>	<b>NCLB Choice Transfer with Transportation, Supplemental Educational Services (SES) and Continue Implementation of Restructuring Plan</b>

NCLB requires all states to utilize state assessments to determine if a school has made Adequate Yearly Progress (AYP). AYP measures the progress of all public schools and school districts enabling all students to meet the state's academic achievement standards. AYP measurements target the performance and participation of various subgroups based on race or ethnicity, socioeconomic status, disability, and English proficiency.

#### **How does a district or school make AYP?**

- 95% of all students and all subgroups must participate in the state assessment program in order for a school or district to make AYP. The school must also meet the "other requirements".
- The state has set annual objectives for all schools and districts that identify the percentage of students who must be proficient in reading and math. All students in the identified subgroups must meet proficiency targets in order for a school to make AYP.
- All schools must demonstrate 90°/0 of students in each subgroup achieving three or above in writing or, if the subgroup performance is less than 90%, they must achieve a one percent improvement in the percentage of students proficient in writing. High schools must also demonstrate 85°/0 of students graduating or, if the subgroup performance is less than 85`)/0, they must achieve a one percent improvement in the school's graduation rate.

- If a school does not make AYP for two consecutive years, the school will be classified as a School In Need of Improvement (SINI). A series of consequences are applied to Title I schools that are considered to be classified as SINI sites.
- All schools receive AYP designation, but only Title I Schools are identified as SINI and receive consequences for not meeting AYP. Only Title I schools receive the consequences for not meeting AYP.

### **NCLB Choice Options for Schools In Need of Improvement (SINI)**

Detroit Public Schools is required to set aside 20% of its Title I budget to fund the NCLB Choice Options Transfer with Transportation or SES. The process to prepare for the NCLB Choice Options begins in April with parent meetings at eligible schools' meetings. Letters are then sent to all parents of students in SINI schools. Parents may choose to have their child remain at the school, transfer to a school making AYP, or receive SES. Options are available based on the number of years the school has not met AYP.\*

### **NCLB Choice Transfer**

NCLB Choice Transfer with Transportation begins once a school has not met AYP for two consecutive years. Parents of all students in the school are offered the choice to attend another public school in the District. The transfer school is a school that is **not** identified as a SINI. It is the District's responsibility to identify more than one other school for parents to choose. Transportation is provided by the District for all students attending an NCLB Choice school. The District is no longer required to provide transportation once the student's school of origin has maintained AYP for two consecutive years and is no longer identified as a SINI and/or if the school no longer qualifies as a Title I School. In these cases, students may continue to attend the NCLB Choice schools, but parents must provide transportation for their child (ren).

### **Supplemental Educational Service (SES)**

The *No Child Left Behind Act of 2001* mandates that schools that have not met Adequate Yearly Progress (AYP) for three (3) consecutive years, in either Mathematics and/or English Language Arts (reading/writing combined), must offer Supplemental Educational Services (SES) to students attending those eligible schools.

### **What is Supplemental Educational Service (SES)**

Supplemental Educational Service (SES) is additional academic instruction designed to increase the academic achievement of students in low-performing schools. Supplemental Education is:

- provided outside of the regular school day
- offered after-school and/or Saturday / Sunday
- high quality, research-based, and specifically designed to increase student academic achievement \*delivered by State approved SES Providers (tutoring companies)

SES provides after school ***"free tutoring"*** to eligible students in the subjects of Mathematics and/or English Language Arts (reading/writing combined).

## **THE REQUIREMENTS FOR A STUDENT TO BE ELIGIBLE ARE:**

- *approved free or reduced lunch application on file at school, and*
- *attend a school that has not met Adequate Yearly Progress (AYP) for three or more consecutive years — Phase II through VII*

### **Now are Parents Notified?**

At the beginning of each school year, parents are notified about the eligibility of their school's participation in the free tutorial program. Along with the notification, parents receive the items listed below.

- SES application
- Registration form
- Guidelines for the free tutoring program
- Listing of state approved providers and description of their services

Parents are encouraged to attend '*provider fairs*' hosted by Detroit Public Schools in order to give parents an opportunity to meet the providers and learn about their SES programs. These fairs are held throughout the registration period and are scheduled at times and locations convenient for parents to attend.

Parents may forward their questions or concerns about the after-school tutoring program, in writing to: Office of Title I, 3031 W. Grand Blvd., Suite 450 Detroit, MI 48202

Or parents may call the Office of Title I at 313-873-3215 for assistance.

### **Title I District Parent Advisory Council**

The Title I District Parent Advisory Council is comprised of parents from Title I schools and is established to provide parental input on the grant activities. The Council meets monthly to discuss and review family involvement initiatives to ensure that the District and schools are in compliance of the law.

The Title I District Parent Advisory Council's responsibilities include:

- Discuss and examine current research that promotes motivational strategies to attract families to schools
- Provide input on how the Family Involvement set-aside funds will be used in the District
- Develop, implement, and evaluate the District Family Involvement Policy
- Review the Family Involvement Survey and make recommendations on strategies to increase family involvement and student achievement

The Title I District Parent Advisory Council officers serve in leadership roles to help ensure that the District Title I initiatives are being met. The District Title I parent consultant organizes and coordinates with the Council to carry out the responsibilities of Title I law. Schools are encouraged to invite their parents to participate in the Council's activities. Every Title I school may recommend members from their School Advisory Council and active parents to participate in the Council's meetings. Opportunity to participate in Leadership conferences are provided for Council's members.

## **Family Involvement/Parents' Right to Know**

The empowerment of parents is vital for students to succeed. Thus, NCLB has specific guidelines for family and parental involvement. These guidelines include the Annual Title I Meeting.

Each Title I school must hold a yearly meeting explaining Title I and parents' rights as related to NCLB. **It is suggested that the meeting be held early in the school year.**

The following topics are required discussion at the Annual Title I Meeting.

- I. Explanation of Title I
- II. The Parents' Right to Know which includes:
  - The right to request information on the certification of teachers.
  - The notification of parents if a child is taught for four or more weeks by a teacher who is not highly qualified.
  - Information on the level of achievement of the child.
  - Communication in a language parents comprehend.
  - Documentation for this meeting includes flyers, an agenda with topics to be discussed, and sign-in sheets verifying attendance. Copies of the documentation for this meeting should be forwarded to the Title I Office as soon as the meeting has been held.

## **Allocation of Title I Funds**

Title I funds may be used only for student achievement, staff development, and to build parental capacity. These funds must *supplement* the regular program. When determining if an expense is covered by Title I, ask the following questions:

- How does this expenditure affect student achievement?
- How does this expenditure affect staff development?
- How does this expenditure increase parental capacity or involvement?
- Is this something that would be purchased if the school was not Title I?

No administrative expenses may be reimbursed through Title I funds. Please refer to the fiscal section for a list of unacceptable Title I expenses.

## **Allowable Uses of Title I Parental Involvement Funds**

As mandated in *No Child Left Behind*, Title I Part A under Section 1118 (a)(3)(B) PARENTAL INPUT - Parents of children receiving services shall be involved in the decisions regarding how parental involvement funds are allotted for parental involvement activities.

### **Allowable Use of Parental Involvement Funds**

1. Workshop payment for outside consultants, for parental involvement workshops or training
2. Parental Involvement workshop/meeting materials
3. Reasonable childcare costs to enable parents to attend workshops and meetings
4. Reasonable transportation costs to enable parents to attend parental involvement

- meetings/ workshops
- 5. Refreshments for parental involvement meetings and/or workshops
- 6. Establishment of Parent Involvement Resource Room
- 7. Family and parent literacy materials

Schools and parents should keep in mind, when deciding how to use their parental involvement funds, that their choice of activities should be based on increasing student academic achievement in the areas of English Language Arts, Math, Science and Social Studies.

**If you have questions regarding how the Annual Title I (1%) Parent Involvement funds may be spent, please contact your Title I Compliance Administrator at 313-873-7661.**

### **Unacceptable Expenditures**

The following are examples of unacceptable expenditures and **CANNOT** be included in the FY10 Title I school budget. Monies spent on any unacceptable items must be replaced in the Title I budget. If you have questions, please contact your Title I specialist.

- Secretary, office assistant, attendance clerk
- School police officer, security guard, school police aide
- Clinic aide, school nurse, clinic supplies
- Custodian, custodial supplies
- Cafeteria worker, cafeteria supplies
- Administrative personnel and costs (i.e. grade books, office computers, and toner)
- ESE and ELL coordinators, ESE forms and tests
- Behavioral Intervention Assistant (BIA)
- Incentives and rewards
- Marketing items such as brochures, banners, and flags
- Memberships for professional organizations
- Field trips
- Food items unless purchased for **parent trainings**

**Please note:**

- Additional guidance counselors, beyond District allocation, are allowable if **100%** of their time is spent working on guidance/social issues.
- While paraprofessionals are allowed, research indicates that highly qualified teachers are more likely to raise student achievement.

### **Section 1118 Requirements at a Glance**

Every Title I school must comply with No Child Left Behind Act of 2001, Section 1118; Parent Involvement.

Each Title I School **MUST** implement the following:

1. **Title I Annual Meeting** —Your school must have a separate meeting from Open House to meet the requirements for the Title I Annual Meeting and should be identified as the Title I Annual Meeting on printed agendas and announcements. The school must offer flexible number of meetings so that as many parents as possible may attend. **The**

**information discussed at the Title I Annual Meeting should be summarized and written as minutes discussed with the date and the information documented.**

Administrators, Parent Liaisons, Title I Contacts and related personnel are required to present the following information:

**Explanation of the Title I Schoolwide Program** — Inform parents about the school's participation in the Title I Part A program, explain the Title I requirements and their right to be involved in the programs.

**Student Academic Assessment** — Describe the State's academic content standards, local academic assessments which measure student progress and proficiency levels students are expected to meet.

**High Quality Curriculum** - Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet State student performance standards and the ways in which each parent will be responsible for supporting their children's learning.

**Parent Resource Rooms** — Provide information about materials and training available to help parents work with their children to improve achievement.

2. **Inform Parent's of Right to Know** — Inform parents of their rights and that the school/district will provide the information.
  - Parents may request and the school will provide, certain information on the professional qualifications of the student's classroom teachers and paraprofessional providing services to the child. [Section 1111(h)(6)(A), ESEA.]
  - Timely notice that the parent's child has been assigned to, or taught for four or more consecutive weeks by, a teacher who is not highly qualified. [Section 1111(h)(6)(B)(ii), ESEA.]
  - Information on the level of achievement of the parent's child in each of the state academic assessments. [Section 1111 (h)(6)(B)(i), ESEA.]
3. **School-Parent Compact** – Each Title I School must jointly develop with parents a school-parent compact as part of its Family Involvement Policy/Plan. The compact is a written agreement between the school and parents of children participating in Title I programs which identifies activities that parents, students and the school will undertake to build partnerships and have responsibility for improved student achievement.
4. **Family Involvement Policy/Plan** - Each Title I school **MUST** jointly develop with, agree upon, and distribute to parents its own written Family Involvement Policy/Plan which describes how the school will carry out Section 1118 requirements. A copy of the Policy/Plan is to be submitted to the Title I office once a year. The school policy must be developed by the school. Monitoring has revealed that some schools simply adopt the district policy without any effort to create a policy tailored for the specific needs of the school. This is not permissible under Title I law. The School Family Improvement Policy/Plan must specify that the school will:
  - Convene an **Title I Annual Meeting, separate from Open House** to explain the Title I program to parents and inform them of their right to be involved in the program

- Offer a flexible number of meetings, and may use Title I funds to pay related expenses, such as child care, transportation or home visits
- Involve parents, "in an organized, ongoing and timely way," in planning, review and improvement of Title I programs
- Provide timely information about its Title I programs to parents, describe the curricula, the student assessments and proficiency levels students are expected to meet, provide opportunities for regular meetings where parents can provide input, and respond promptly to parent suggestions
- Provide parents with an opportunity to submit dissenting views to the District if a school's Family Involvement Policy/Plan Plan is not acceptable to them

**5. Build Capacity for Involvement** - Each school must strive to ensure effective parent involvement and support school/parent partnerships to help children achieve to high standards. The law lists 14 activities, the following are mandatory.

**Program Information for Parents** - Each school *shall* provide assistance to parents of participating Title I children in understanding such topics as the state's academic content and achievement standards, the assessments being used, the requirements of Title I and how to monitor their children's progress and work with educators to improve their achievement.

**Materials and Training** - Each school *shall* provide materials and training, such as literacy training or how to use technology, to help parents to work with their children to improve achievement.

**Educate Educators** - Each school *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 in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school.

**Preschool Coordination** - Each elementary school *shall*, "to the extent feasible and appropriate," coordinate and integrate parental involvement programs with Head Start, Even Start, and other preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

**Understandable Communication** — Each school *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 and, to the extent practical, in a language the parents can understand.

**Other Requested Activities** — Each school *shall* provide such other reasonable support for parental involvement activities as parents may request.

**Parental Information and Resource Centers (PIRCs)** — each school must inform parents about the availability of such centers.

**Additionally, schools may provide the following opportunities for parents:**

**Input on Professional Development** - Each school may involve parents in the

development of training for teachers, principals, and other educators to improve the effectiveness of such training.

**Literacy Training** - Each school may provide necessary literacy training for parents with Title I funds if the school district has exhausted all other reasonably available sources of funding.

**Parents Expenses** - Each school may pay 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.

**Parents Reaching Out to Parents** - Each school may train parents to enhance the involvement of other parents.

**Convenient School Meetings** - Each school may arrange school meetings at a variety of times, or conduct in-home conferences between parents who are unable to attend the school meetings and the teachers and other educators who work with their children.

**Key Title I Parental Notice Requirements** - Information is power, and NCLB goes further than any previous law in ensuring that parents know what is going on in their children's school and how their children are performing. The (District) is responsible for providing several reports and in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. Parental notifications are provided to parents through correspondence through the schools. Documentation of notifications is needed for audit compliance. Listed are the required notifications.

**Schools identified for school improvement corrective action, or restructuring** - Parents are provided an explanation of what the identification means, how the school compares to others, reason for the identification, the District and school's response including how the low achievement issues will be addressed and how the District and State is going to address the problem, how parents can become involved, any corrective action taken, the parental choice to transfer, and supplemental services option as applicable, restructuring, and other information.

**Progress review** — LEA disseminates to parents, teachers, principals, schools, and the community the results of the LEA's yearly progress review of each school.

**Annual Report Card** — LEA disseminates to parents, schools, and public an annual report card with aggregate information, including student achievement (disaggregated by subgroups), graduation rates, performance of LEAs teacher qualification and other required information.

**Choice — schools identified for school improvement, corrective action and restructuring** — LEA notifies parents of all children in such schools that they have the right to transfer to other schools.

**SES** — notice to parents of the availability of supplemental services, the identity of the providers, a description of the services and other information.

**Schools identified for restructuring** — LEA notifies teachers and parents of the identification and provides opportunity to comment and participate in preparing a

restructuring plan.

**Written parental involvement policy** — LEA notifies parents of the district-level written parental involvement policy.

**Parents' right to know — teacher and paraprofessional qualifications** — LEA informs parents of Title I students that parents may request, and the LEA will then provide, certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing service to the child.



## **Ideas for Gearing Up Your Family Involvement Program -Tips for School Staff Administrators-**

- Be knowledgeable about the family involvement goals included in the School Improvement Plan.
- Collaborate with school personnel such as principal, guidance counselor, ESOL facilitator, and Title I contact to carry out family involvement goals.
- Confer with office staff on how to welcome families in a positive way and promote acceptance.
- Use welcome signs in various languages that represent the school's population.
- Present the importance of family involvement research at the first faculty meeting.
- Orient the staff on the research of effective family involvement.
- Market the importance of effective family trainings and recruit families to attend.
- Communicate with parents in a variety of ways such as newsletters, notices, and student agendas. Post flyers around the community.
- Provide training to staff outlining the purpose of the Title I Student-Parent Compact. Emphasize the importance of families, school, and students in addressing the commitment to specific goals. Compacts should be signed by all parties after the significance of the document has been explained. Signed copies must be filed for audit purposes.
- Assist the school volunteer coordinator in recruiting families to contribute their time and talent(s) to the school.
- Invite staff members and be accessible to families.
- If possible distribute business cards to families so that they may easily contact you.
- Create and/or inform parents of Family Resource Rooms equipped with resources and materials.
- Attend District family involvement meetings and conferences.
- Facilitate and the completion of the Title I Family Involvement Survey.
- Document and keep records of family involvement programs, activities.
- Form partnerships and support with business/communities and invite community partners to meetings.
- Distribute a Family Events calendar to families and staff early in the school year.
- Offer flexible times for activities and hold meetings at alternate locations, i.e., churches or community centers.
- Provide a room to accommodate children with enriching activities.

## **Establishing Best Practices**

- Provide families with printed ideas for simple things that they can do at home to help students achieve. Ask parents to set aside a specific time each day for doing homework. Encourage parents to read or listen to children at least 30 minutes per day.
- Create homework notebooks so that families and teachers can communicate.
- Suggest that families hold study groups for their high school or middle school child to work on special projects or difficult homework assignments.
- Suggest families limit TV time and recommend specific shows that may be applicable to a topic that students are studying in class.
- Devise questions for parents to ask students to stimulate conversations about learning.
- Provide assignments that generate interest, i.e., watching a news program on television, interviewing a neighbor, family member, or discussing a newspaper article with guided questions.
- Establish a homework hotline for families to check homework assignments.
- Ask parents to sign homework assignments.
- Develop family-student journals for parents and students to answer the same questions. (Who do you most admire and why? What was your most successful time in your life? What was your most challenging experience?)
- Topics of workshops for families may include study skills, student attitudes, homework tips, and preparing for college.
- Hold Family Reading Nights.
- Post the homework policy in the school handbook.
- Clarify educational language (acronyms) so it can be easily understood.
- Designate a specific day to send home announcements and newsletters, i.e., "Take Home Tuesday".
- Use the Title I Family Involvement Survey to address family concerns.
- Schedule "Coffee with the Principal" times for informal conversation with the principal.
- Designate a bulletin board for family information and announcements.
- Encourage teachers to call families weekly with positive messages.
- Hold "Students as Teachers" nights where students teach family and community members about special projects.
- Create a Parent University with information on various topics.
- Invite families to accompany students on field trips or other extracurricular events.
- Invite families to attend professional development sessions.
- Invite businesses to participate through mentoring programs and service learning.
- Encourage business partners to use their worksite for display and distribution of information about schools and family involvement.
- Ask businesses to make space available for school conferences and training sessions.
- Encourage businesses to provide summer employment for students.
- Invite local celebrities and community leaders to read to students.
- Develop a speakers' bureau that includes students, families, business leaders, etc.

## **How to Establish Successful Parent Trainings at Your School**

### **Rationale**

Parent trainings should be established at (the school). Areas of training could include: MEAP, reading, mathematics, technology, etc. Trainings should consist of be more than one training session so that parents have an opportunity to absorb information and become comfortable with content. A parent's ability to convey information they have learned to their child will support student achievement.

### **Deciding What Parent Training Needs to be Established**

Look at your School Improvement Plan. It has goals and strategies that are included in math, reading, parental involvement, etc. Decide what pertinent information you will share with your parents through trainings that will help them make a difference in their children's education.

### **How to Prepare a Parent Training**

The focus for Parent Trainings should be well planned by staff members who can deliver the content of the information successfully. Parents will be trained on the standards and strategies that their children are expected to follow.

### **How to Inform Parents**

Parents will be informed of upcoming trainings and events through fliers. Spell out the training clearly; what the training will involve and the difference the parent will make in the child's learning by being there. Send home a second flier closer to the event expressing the importance of the workshop. Include the time, date, location, and if day care and food will be provided. Ask parents to send a return slip including their signature with their child reserving a seat at the event.

### **Organizing the Information**

The handouts and materials for the events must be organized and user friendly. Steps of each session should be clearly identified. Parents should find the information easy to follow.

### **How to Implement the Training**

Have the training sessions planned out so that parents may come to two or more sessions for one and a half hour each session. This plan is only a suggestion for schools in planning their own creative schedule. Parents should have enough time to take in the information, formulate strategies and feel comfortable with the content. The training should provide the participants with an opportunity for interaction and assessment of what they have learned.

### **Evaluation**

Parents should have the opportunity to complete an evaluation of the training so that feedback can be given to revise and celebrate the successes of the trainings.

### **Certificates**

Parents should receive a certificate for their participation in the training. The certificates show the parents that they are welcome and appreciated at the school.

## **School-Parent Compacts**

*According to the "No Child Left Behind Act of 2001"... each school shall develop jointly with families, a school-parent and student compact. In our District, the school-parent compact is referred to as the School-Family Compact. A compact is an agreement between the home and the school, which outlines how families, staff and students will share the responsibility for*

improving student achievement.

As a component of the school-level Family Involvement Policy/Plan developed under subsection (b), each school served under this part shall jointly develop with families for the children served under this part a school-family compact that outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership to help children achieve the State's academic standards. According to subsection (d), such compact shall:

- 1 describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each family will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
2. address the importance of communication between teachers and families on an ongoing basis through, at a minimum - family-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.

In satisfying the above mandate, each school shall:

- Develop a new compact.
- Develop the compact with school staff and family input

The compact shall describe:

**School/Teacher Agreement** — The school's responsibility to:

- Provide high-quality curriculum
- Provide instruction in a supportive and effective learning environment that enables the children served to meet the State's student academic achievement standards

**Family/Guardian Agreement** — The ways in which each family will be responsible for supporting their children's learning.

- Monitor attendance
- Monitor homework completion
- Monitor television watching
- Volunteer in the child's classroom
- Participate as appropriate in decisions relating to the education of their children
- Promote positive use of extra curriculum time
- Attend family-teacher conferences

**Student Agreement** – This section needs to address how the student will share the responsibility for his/her improved academic achievement.

### **Guidelines for Writing the School-Family Compact**

The school **must** include parents/guardians in discussion and writing of the School-Family Compact. The School-Family Compact should be reviewed annually. **Specific strategies that**

**are tailored to the school should be included in the School-Compact.**

**Examples of specific strategies:**

- The school shows a safe environment conducive to learning by having a secure system of check in the main office for visitation and by providing a campus that is continuously clean and maintained
- The school provides effective communication on an ongoing basis by sending information in the designated languages, providing information in newsletters, and having face to face parent-teacher conferences
- The school provides parents/guardians with suggestions on how to assist students with homework. Parents monitor homework and have ongoing communication with teachers through parent-teacher conferences. Teachers suggest strategies that the parent/guardian can use to increase student performance.
- The school provides a learning environment that stimulates high standards and academic achievement to students by offering teachers and parents/guardians strong models of staff development trainings that will increase student achievement
- Parents/guardians are provided reading lists by the school to encourage student reading and foster grade level expectations in reading.
- Parents/guardians monitor that their children are reading on an ongoing basis and students keep reading logs their work.



## Sample School-Family Learning Compact

### Name of School

The purpose of this compact is to foster the development of a school-family relationship to help all children achieve the State's student academic achievement standards. It is the school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective environment that enables children to meet the State's student performance standards. As part of that commitment, the school must address the importance of communication between parents/guardians and teachers on an ongoing basis through such efforts as parent teacher conferences, frequent reports to parents/guardians on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observations of classroom activities, along with participating in the local school parent organization.

*As a Parent/Guardian*, I will encourage and support my child's learning by doing the following:

- Ensuring and requiring that my child is at school on time.
- Providing a quiet, well-lighted study area.
- Establishing a regular time for study.
- Attending parent-teacher conferences.
- Providing a library card and supporting good reading habits.
- Participating in the Local School Community Organization/PTSA.
- Setting an example for my child by being a lifelong learner myself.

Signature \_\_\_\_\_ Date \_\_I\_\_I\_\_

*As a Staff Person, I/We* will encourage and support students' learning in this school by doing the following:

- Demonstrating care and concern for each student. Respecting cultural, racial, and ethnic differences.
- Providing explanations of the standards students are expected to meet to demonstrate learning progress and distributing an outline of the curriculum intended to help them meet those standards.
- Providing quality texts, supplies, and materials that support instruction. Making efficient use of academic learning time.
- Providing parents with regular and accurate assessments of students' progress in meeting school achievement and performance requirements.

Signature \_\_\_\_\_ Date \_\_I\_\_I\_\_

*As a Student*, I will become an active partner in my own learning progress by doing the following:

- Attending school regularly and on time.
- Bringing pencils, pens, paper, textbooks and other necessary learning tools to class. Completing my assignments.
- Participating in classroom activities.
- Cooperating with parents and teachers.
- Asking for help when needed.
- Communicating issues and concerns appropriately to my parents/guardians and my teachers.

Signature \_\_\_\_\_ Date \_\_I\_\_I\_\_

As the *Principal*, I support this form of parent involvement. Therefore, I will strive to do the following:

- Provide an environment that allows for positive communications between the teacher, parent/guardian, and student.
- Encourage teachers to regularly provide homework assignments that will reinforce classroom instruction.
- Provide opportunities for parents to be involved in the school and in their child's education

Signature\_\_\_\_\_ Date\_\_I\_\_I\_\_

For more sample compacts visit:

<http://www.cde.ca.gov/Is/pf/pf/documents/middleschoolcom.doc>  
<http://ftp.ets.org/pub/ccxiv/title1-3.pdf>

## **Title I Parent 6 Family Engagement Policy**

### **Introduction**

Pursuant to Section 1118 of the Title I amendments of the Elementary and Secondary Education Act of 1965 (ESEA) as amended in the No Child Left Behind Act of 2001 (NCLB), each school district (a local educational agency (LEA)) receiving Title I funds shall develop jointly with, agree upon with, and distribute to parents of participating children, a written parent involvement policy that is incorporated into the school district's Title I plan developed under Section 1112 to be filed with the State Department of Education, the state educational agency (SEA). The Detroit Public Schools (hereinafter referred to as "DPS") has developed its parental involvement policy, entitled, the Title I Parent and Family Engagement Policy (hereinafter referred to as the "DPS Parent and Family Engagement Policy") for this purpose. This policy shall establish the expectations for parent involvement and describe how the Detroit Public Schools (hereinafter referred to as "DPS") will fulfill its statutory requirements under Section 1118.

### **I. Purpose**

The DPS Title I Parent and Family Engagement Policy is established based upon the belief that supporting partnerships between families and schools is necessary to improve schools and reinforce the importance of student achievement. To this end, parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. It includes ensuring that parents play an integral role in assisting their child's learning. Parents are encouraged to be actively involved, full partners, in their child's education. And, parents are included, as appropriate, in decision-making planning, advising and implementing activities which improve academic quality and student performance. This parental involvement policy shall establish the expectations for parent involvement and describe how DPS will fulfill its statutory requirements under Section 1118.

### **II. Expectations**

Parent involvement is essential to student academic achievement and school quality. It

is critical in fulfilling the stated purposes of Title I, to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and, to ensure, at a minimum, that all children attain proficiency of state academic standards. Parent involvement is also critical in meeting the goals and objectives of the DPS' School Improvement Initiative.

Parents will be involved in the joint development of the DPS Title I Parent & Family Engagement Policy through their participation in district-wide meeting(s), specifically intended to develop the written policy, at the beginning of the school year. Moreover, the DPS District-Wide Parent Advisory Council (DPAC) will hold monthly meetings to ensure that the DPS Parent and Family Engagement Policy and each local school's policy is constantly reviewed for effectiveness, modified and revised for improvement and evaluated annually for its impact on academic quality. DPAC members will attend Title I workshops in order to stay apprised of Title I mandates. On an annual basis, DPAC will establish relevant goals regarding the parent involvement policy and related programs and activities. And at the monthly meetings, DPAC will assess progress made toward those goals.

The development and implementation of the DPS Parent and Family Engagement Policy, DPAC monthly meetings, and regular review and revision of the policies will involve parents intimately in the process of improving student achievement and school quality on a district-wide and local school level.

Parents will be involved in the joint development of the DPS Title I Parent & Family Engagement Policy through their participation in district-wide meeting(s), specifically intended to develop the written policy, at the beginning of the school year. Moreover, the DPS District-Wide Parent Advisory Council (DPAC) will hold monthly meetings to ensure that the DPS Parent and Family Engagement Policy and each local school's policy is constantly reviewed for effectiveness, modified and revised for improvement and evaluated annually for its impact on academic quality. DPAC members will attend Title I workshops in order to stay apprised of Title I mandates. On an annual basis, DPAC will establish relevant goals regarding the parent involvement policy and related programs and activities. And at the monthly meetings, DPAC will assess progress made toward those goals. The development and implementation of the DPS Parent and Family Engagement Policy, DPAC monthly meetings, and regular review and revision of the policies will involve parents intimately in the process of improving student achievement and school quality on a district-wide and local school level.

*This policy and implementation plans have been developed jointly with parents, as described in Section 1118 of the No Child Left Behind Act of 2001*

Federal law requires and it is the policy of DPS to implement jointly with parents, programs, activities and procedures in an organized, systematic, ongoing, informed and timely manner for the involvement of parents of children who are receiving services funded by Title I. With this in mind, the DPS agrees to implement the following statutory requirements.

It has always been and will continue to be a practice of DPS to 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 which educate, expose, encourage, and support parental involvement through a variety of workshops and seminars that help parents assist their children to not only meet academic requirements, but achieve

academic excellence. These programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating students.

Consistent with Section 1118, DPS will work with its schools to ensure local school parent involvement policies meet the requirements of Section 1118(b) of the ESEA, and each include, as a component, a school-parent learning compact consistent with Section 1118(d) of the ESEA. The school-parent learning compacts are agreements designed by the local schools and parents to foster parent-school partnership and outline how parents, staff and students will share responsibility for improved student academic achievement and the means by which the school and parents to build and develop partnerships to help students achieve.

DPS 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 DPS Parent and Family Engagement Policy is not satisfactory to the parents of participating children, DPS will submit any parent comments with the Title I plan when it is submitted to the State Department of Education.

Pursuant to the Title I amendments, parents will be involved in decisions regarding how the 1 °A allocation of Title I, Part A funds received by the schools will be utilized to facilitate and maximize parental involvement at the schools, for example, to literacy and parenting skills programs. And, not less than 95% of the funds reserved shall be distributed to schools served under Title I, Part A. The use of parental involvement funds shall be in accordance with state and NCLB guidelines and federal regulations.

In addition to the above requirements, the DPS Parent and Family Engagement Policy includes features designed to create and support partnerships among parents, schools and the community and foster student achievement. Policy features include:

- Parent/teacher conferences convened at least four (4) times for all grade levels, to discuss the school-parent learning compact and the local school parent involvement policy.
- School performance profiles and individual student assessment.
- Educating parents regarding the stages of Adequate Yearly Progress (AYP) review and including information on (a) Public School Choice, (b) Supplemental Education Services (SES); and (c) Targeted Assistance and School Wide Programs.
- With regard to Section 1119, DPS will inform parents of the requirements for teacher and paraprofessional quality as they relate to the NCLB Act.

### **III. Goals of Parent Involvement**

- In developing this Policy, DPS includes the following description of goals, programs, activities and procedures in order to meet Section 1118(a) requirements. Schools operating Title I programs must, in coordination with parents of participating children, develop jointly with parents, programs, activities, and procedures that have the following goals as defined by Section 111

8 of the Act:

- To inform parents of participating children of the following: (a) their child's eligibility for services and support under Title 1; and (b) specific instructional objectives and program methods. This information will be provided at the Title 1 Annual Meeting.
- To provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities to improve students' academic achievement and school performance
- To involve parents in the joint development of parent involvement policies, and the process of school review and improvement by conducting meetings which will provide training on the development of effective school assessment criteria /tools.
- To support the efforts of parents to work: (a) with their students at home to progress and achieve academically; and (b) with students and staff to build partnerships by conducting workshops and training activities which teach parents, students and staff on how to build supportive and effective connections between home and school.
- To conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the DPS Parent and Family Engagement Policy in improving academic quality of the schools through increased and meaningful participation of parents and by identifying barriers to greater participation of parents in activities offered under the policy.
- To consult with parents, on an ongoing basis, concerning the manner in which schools and parents can work better together to achieve Title 1 program objectives.
- To ensure that all parents have the opportunity to participate fully regardless of their cultural differences, by providing information, workshops and instruction in different languages. Parents will be informed of school activities through a variety of avenues. Newsletters, teacher notes, parent-teacher conferences, phone calls, and e-mail will be used to establish two-way communication between school and home. Additionally, parents will be encouraged to attend meetings where the Parent and Family Engagement Policy and school-parent learning compacts are discussed and revised.

#### **IV. Implementation Activities**

- A.** DPS will jointly involve parents in the development of the DPS Title I Parent and Family Engagement Policy and school parent involvement policies starting with a district-wide meeting at the beginning of each school year and continuing with regular meetings with parents at local schools and in its Title 1 programs throughout the year.
- At the Title I Annual Meeting, parents will be informed of their school's participation and their right to be involved under this part. Section 1118 requirements will be explained.
  - The annual meeting shall be convened within 45 days after the start of the new school year.

- The principal shall mail, email or use available means of communication to ensure meeting notices are sent to each parent informing them of the Title I Annual Meeting.
  - The meeting notice must be sent to the Office of Parent Involvement at least one week prior to the meeting date.
  - Following the meeting, a copy of the meeting notice, sign-in-sheet, agenda, school-parent learning compact, local school Parent and Family Engagement Policy and meeting minutes shall be sent to the Office of Parent Involvement.
  - Parent involvement meeting data shall be kept on file at the school for future policy review and program modification.
  - Parent involvement meetings must be held at flexible dates and times. Meetings should be scheduled at varying times on varying days to allow for maximum parent participation. Title I funds may be used to provide transportation, child care, or home visits, as such services relate to parent involvement.
- B.** DPS will jointly involve parents in the process of school review and improvement under Section 1116 of the ESEA by using, in addition to other academic assessments, the Michigan Educational Assessment Program (MEAP) tests as an evaluation tool to measure improvements in academic achievement. DPS has identified the MEAP and Michigan Merit Examination (MME) tests as major indicators of academic achievement within a school. The MEAP and MME test assessments will be used to identify area(s) of needed improvement. School scores and or grades will be used to develop strategies for improvements.
- C.** DPS will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance through the development of school-parent learning compacts. School-parent learning compacts will provide opportunities for parents, students, staff and the community to develop partnerships which support student academic achievement and foster greater parent involvement.

Each school shall develop jointly with parents of all children the school-parent learning compact which outlines how parents, school staff, students and will share the responsibility for improving student achievement with community support.

Parents will be notified regarding the process for developing their school compacts in order to provide them with opportunities for input. Parents will be encouraged to direct suggestions and comments to the Office of Parent Involvement, the City Wide School Community **Organization, the local school organization** of record or the DPAC.

School-parent learning compacts shall include, but are not limited to, the following:

- Describe the school's responsibility to provide high quality curriculum and instruction children served under this part to meet the State's student performance standards.
- Describe how parents will be responsible for supporting their children's learning in ways that include monitoring attendance, homework completion, television watching and volunteering in their child's

classroom.

- School improvement planning teams that seek parents as participants decision making relating to the education of their children.
- Address the importance of communication between teachers and parents on a continual basis with:
  1. parent-teacher conferences at all grade levels, at least annually, during which the school-parent learning compact shall be discussed as it relates to the individual child's achievement;
  2. frequent reports such as progress reports and report cards to parents on their children's progress; and
  3. reasonable access to staff, opportunities for parents to volunteer at the school and participate in their child's classroom, and observe classroom activities

See Page 25  
for a Sample  
School-Parent  
Learning  
Compact

DPS will continue to coordinate and integrate, as appropriate, parent involvement programs/ activities with Head Start, Even Start, Reading First, Early Reading First, Even Start Family Literacy Programs, Home Instruction Program for Preschool youngsters, Parent's as Teachers Program, public preschool programs and other relevant programs such as Title III Language Instructional Programs.

DPS will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent 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 parent involvement policy and activities to design strategies for more effective parent involvement, and to revise, if necessary (and with the involvement of parents) its parent involvement policies.

Title I parents and school staff will have an opportunity to jointly assess the effectiveness of their Title I parental involvement activities by completing an annual evaluation. At the beginning of each school year, parents and staff will set goals and establish benchmarks for parental involvement. Criteria for assessment will include but are not limited to:

- Number of parents who attend meetings
- Number of parents who volunteer service to the school
- Description of programs and activities where parents are involved
- Parent and staff comments regarding parental involvement
- Overall evaluation of the meetings by parents and staff
- Use of information collected at meetings to modify activities, revise policy, improve student achievement as well as parental self- improvement

The effectiveness of the policy in improving student achievement and academic quality of the school will be measured based on: a) the school's ability to collect and track this information throughout the year; and, where possible, b) improvements, qualitative and quantitative, in these areas, using the benchmarks, comparing the beginning of the year or before the implementation of the policy to the end of the year after implementation of the policy.

DPS will continue to build its schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support partnerships among schools, parents, and the community, to improve student academic achievement, through the following actions:

1. DPS shall, with the assistance of its schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following with the objective of improving academic achievement-
  - The State's academic content standards
  - The State's student academic achievement standards,
  - The State and local academic assessments including alternate assessments
  - The requirements of Part A
  - How to monitor their child's progress
  - How to work with educators
2. DPS will provide materials and training, including but not limited to: a) provide assistance to participating parents in such areas as understanding the National Education Goals, the State's content standards and State student performance standards, the provisions of Section 1111 State assessments and Section 1112 local assessments; b) provide assistance with the requirements of Part A and how to monitor a child's progress and work with educators to improve student performance, as well as; c) provide information on how parents can participate in decisions related to the education of their children;
3. DPS will provide materials and training, including, but not limited to:
  - Coordination of literacy training to help parents work with their children to improve academic achievement
  - Other necessary skills training to help parents work with their children to improve academic achievement
  - Education of all relevant stakeholders, parents, students, teachers and staff regarding the value and utility of parent involvement, and outreach, communication, and collaboration to implement and coordinate parent programs, and build ties between home and school
5. DPS will develop appropriate roles for community-based organizations and businesses in parent involvement activities, including providing information about opportunities for organizations and businesses to work with parents and schools, and encouraging the formation of partnerships between elementary, middle and secondary schools and local business that include a role for parents.
6. DPS will conduct other activities, as appropriate and feasible, such as parent resource centers and providing opportunities for parents to learn about child development and child rearing issues beginning at the birth of a child, as well as activities designed to help parents become full partners in the education of their children.
6. DPS will, in collaboration with staff and parents, reach out to communicate and work with Title I parents as partners to implement and coordinate parent programs and build ties between parents and schools. There are many avenues of collaboration, such as:
  - DPS may involve parents in the development of training for teachers, principals, and

other educators to improve the effectiveness of such training in improving instruction and services to the children of such parents.

- DPS may pay reasonable and necessary expenses associated with local and district wide parent involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and including out of state conferences, in-services and trainings.
  - DPS may train and support parents to enhance the involvement of other parents.
  - DPS may arrange meetings at a variety of times, such as in the mornings and evenings, in order to maximize the opportunities for parents to participate in school related activities.
  - DPS may arrange for teachers or other educators, who work directly with participating children, to conduct in-home conferences with parents who are unable to attend such conferences at school.
  - DPS shall provide such other reasonable support for parental involvement activities under this section as parents may request.
7. DPS will coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start and Home Instruction Programs. Activities such as parent resource centers will be encouraged to support parents in more fully participating in the education of their children, through joint information dissemination and training opportunities.
8. DPS will take actions to ensure that information related to school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format. To the extent practicable, information will be in the home language of the parents.

## **V. Local School Parent Involvement Requirements**

Local schools under Title 1 Part A shall develop jointly with, agree upon with and distribute to parents, of participating children, a written parent involvement policy (referred to as the "(Name of School) Title I Parent and Family Engagement Policy") that describes the means for carrying out requirements of Section 1118(b). Each school served under this part shall:

- A. Convene an annual meeting at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain its requirements, and to inform parents of their right to be involved.
- B. Convene an annual meeting within 45 days after the start of the new school year.
  - 1. The principal shall mail, email or use other available means of notification to send meeting notices to each parent informing them of the annual meeting. This notice must also, be sent to the Office of Parent Involvement at least one week prior to the meeting date.
  - 2. A copy of the meeting notice, sign-in-sheet, agenda, school compact, local school policy and minutes must be submitted to their assigned Title I Parent Liaison by the established deadline. The originals will be filed in the Office of Title I Compliance and a copy will be retained by the Office of Parent Involvement.

3. All parent involvement meeting data shall be kept on file at the school for audit purposes.
- C. Offer a flexible number of meetings and times, such as meetings in the morning or evening and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement.
- D. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs, including review and improvement of the parent involvement policy and school wide plan (if applicable).
- E. Provide parents of participating children with timely information about programs and services.
- F. Provide parents of participating children with performance profiles of their child's individual assessment results, including an interpretation of certain results.
- G. Provide parents of participating children a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet. (This may be in the form of a brochure.)
- H. If requested by parents, provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- I. Provide parents of participating children with information regarding the local school Title I Parent & Family Engagement Policy. If the plan is not satisfactory, parents may submit comments on the plan as part of the school's submission to District officials.

### **Expectations for Parent Involvement at the Local School**

Each school shall establish a Title I Parent Involvement Committee by the end of the 2<sup>nd</sup> month of the school year (by November 1). The Committee shall meet no less than three (3) times per year. This Committee shall be an established structure of the school's organization of record. A representative from this Committee shall be a member of the School Improvement Team. The Title I Parent Committee shall work in a cooperative manner with all other school organizations and committees.

The Title I Parent Involvement Committee shall be composed of parents of participating Title I students. Official membership rosters shall be established by the end of the second month (by November 1) of the school year. Membership shall remain open and additions/deletions to the roster should be made throughout the school year as membership changes. While a specific number of members shall not be mandated, documented efforts must be made to encourage growth in membership throughout the year.

The Title I Parent Involvement Committee meetings shall be public and announced. The meeting shall be determined by the local organization, with the understanding that no less than three (3) meetings per year will be held. The Title I Parent Involvement Committee membership must be notified of any meeting cancellations.

It is the intent of DPS that parents of participating students shall be provided with frequent and convenient opportunities for full and on going participation in the Title I program, including opportunities to suggest modifications, based on the changing needs of parents and the schools.

All comments indicating a parent's dissatisfaction with the District Title I plan shall be collected and submitted along with the plan to the DPS Department of State and Federal Programs and the Office of Parent Involvement.

The Title I program shall be designed to help students acquire capacities and achieve goals established by federal law, as well as the goals and standards established by the State and DPS. These goals and standards shall be shared with parents in a manner that will enable them to (1) participate in decisions concerning their child's education and (2) monitor and improve the educational achievement of their child.

### **Support for Programs**

As required, DPS shall reserve no less than 1 percent (1<sup>o</sup>/0) of its allocation for the purpose of promoting parent involvement. Parents of participating students shall be provided the opportunity to participate meaningfully in the decision making process to determine how Title I funds will be used to increase parent involvement. DPS will ensure all Title I allocations for the purpose of parental involvement are necessary, reasonable, allocable and adequately documented. Guidelines for expenditures will be distributed to parent groups, principals, and all staff involved in implementing parent involvement activities.

DPS will provide coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities. These measures may include, but shall not be limited to, the following:

- A. Designating resources to assist in communicating with parents, transporting them to meeting sites and/or implementing home visits, providing child-care for meetings, encouraging them to use available parent resource centers and working with them to improve parenting skills, particularly those that will assist them in working with the child, and to improve his/her educational achievement. Resources may include assistance by providing access to consultants as well as resources for activities with individuals, agencies, materials, and services. Parents are encouraged to become volunteers at the school.
- B. Sharing options for coordinating and integrating Title I program strategies with services of other community programs, businesses, and agencies.
- C. Identifying opportunities for parent involvement in staff training activities to demonstrate the value of parent involvement and various techniques designed to successfully engage parents as equal partners in their child's education.
- D. Designing and conducting an effective annual evaluation process whereby parents can share their ideas about the content and effectiveness of this policy and the plan designed to implement it. The process shall focus on the following questions: Does this policy increase parent participation? What barriers to parent participation still exist and how can they be reduced or removed?
- E. In the design of activities and materials for parents, particular attention shall be given to reaching and involving those who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic

minority background.

### **VIII. Local School Parent Involvement Policy**

Each school shall submit to the Emergency Financial Manager, the Superintendent and Board of Education for review and comment its Title I Parent and Family Engagement Policy, which must meet all legal requirements. This policy shall be developed jointly with and distributed to parents of participating students.

A copy of each school's Parent and Family Engagement Policy and accompanying checklist shall be kept on file in the Title I Office of Compliance and also with DPS' Office of Parent Involvement.

### **Reference**

Section 1118 of No Child Left Behind Act of 2001

## **SAMPLE PARENT AND FAMILY ENGAGEMENT POLICY TITLE I TARGETED ASSISTANCE SCHOOL**

### **EXPECTATIONS FOR PARENTS FAMILY ENGAGEMENT**

The \_\_\_\_\_ School has adopted the following Parent & Family Engagement policy and plan. This policy and the plan to implement it have been developed jointly and in agreement with, and will be distributed to parents of students participating in the Title I program.

The \_\_\_\_\_ School shall convene within 45 days after the start of the school year an annual meeting, at a time that is convenient for parents, to which all parents of students participating in the Title I program are invited and encouraged to attend.

At this meeting, parents will be informed of their child's participation in Title I, the purpose and requirements of Title I, and their right to be involved. Particular attention shall be given to reaching those parents who are economically disadvantaged, or of an ethnic minority background.

The \_\_\_\_\_ School shall offer a flexible number of meetings (a.m. and p.m.) to parents, and may provide transportation, childcare, and home visits.

The \_\_\_\_\_ School shall involve parents in an organized, ongoing, and timely manner, in the Title I planning review, and improvement of programs, including the joint development of the school Parent and Family Engagement Policy and the school-wide plan under Section 1114.

Parents of students participating in Title I shall be provided:

- Timely information and opportunities to attend regular meetings
- School performance profiles and their child's individual assessment results, including an interpretation of results

- Materials which describe and explain school curriculum, assessment, and proficiency levels
- Meaningful consideration and timely response, within two weeks, to parent suggestions made to school staff

All comments indicating parent's dissatisfaction with the Title I plan shall be collected and submitted along with the plan to the DPS' Federal, State Compliance Office and the Office of Parent Involvement.

### **SHARED RESPONSUMITY FOR HIGH STUDENT PERFORMANCE**

The \_\_\_\_\_ School has jointly developed with parents, for all students participating in the Title I program, parent-school learning compact that describes:

- The school's responsibility is to provide high quality curriculum and instruction in a supportive and effective learning environment that will enable students to meet the State's academic expectations
- Ways in which each parent will be responsible for supporting his/her child's learning
- Ongoing communication between parents and teachers through parent/teacher conferences, at which time the school-parent compact will be discussed; progress reports will be provided and reasonable access to staff, observation of classroom activities, and opportunities to volunteer at the school and participate in their child's classroom activities

### **BUILDING CAPACITY FOR INVOLVEMENT**

The \_\_\_\_\_ School *may* build the capacity for strong parent involvement by:

- Providing assistance to participating parents in understanding national, state, and local goals, standards and assessments, Title I Part A requirements, and how to monitor their child's performance as well as information on how parents can participate in the education of their child
- Providing materials and training to parents such as needed literacy training not otherwise available to help parents as equal partners
- Educating all school staff, with assistance of parents, on how to reach out, to communicate with, and work with parents as equal partners
- Coordinating and integrating, as appropriate, parent involvement programs/activities with Head Start, Even Start, Reading First, Early Reading First, Even Start Family Literacy Programs, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, public preschool programs and other relevant programs such as Title III Language Instructional Programs
- Ensuring to extent possible, information sent home is in a language and form parents can understand. For parents whose English is a second language, provide information in their primary language. For parents who are visually impaired, provide information in Braille or in large print;
- Involving parents, where appropriate, in development of training for teachers and other staff that improves instruction
- Providing other assistance as appropriate, such as parent resource centers

where parents can learn about child development and rearing from birth designed to help parents become full partners in the education of their child

- Developing appropriate roles for community-based organizations and business and encouraging partnerships with elementary, middle, and secondary schools
- Training and supporting parents to enhance involvement of other parents where appropriate

**SAMPLE**  
**Office of Parent Involvement**  
**SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY**

A critical dimension of effective schooling is parent involvement. Research has shown conclusively that parent involvement at home in their child's education improves student achievement. Every Detroit Public School is required to create a school-wide Parent and Family Engagement Policy to improve student achievement and performance and meet the parental involvement requirements of the No Child Left Behind Act of 2001.

In order to build an effective home-school partnership, \_\_\_\_\_  
Name of School

Will provide the following:

\_\_\_\_\_ (name of school) will have an annual orientation meeting where parents will meet with their child's teacher and be reassured of their right and responsibility to be involved in their child's education. \_\_\_\_\_ (name of school) will schedule a flexible number of meetings and activities throughout the school year to assist parents in understanding the federal and state academic content and student achievement requirements, as well as local academic assessments. Meetings will also focus on how parents and teachers can work together to monitor the child's progress in order to improve student achievement.

\_\_\_\_\_ (name of school) will schedule a varied number of meetings and conferences in order to accommodate the needs of parents.

\_\_\_\_\_ (name of school) will schedule a minimum number of parent-teacher conferences where the progress of the student will be discussed, as well as, the expectation for the grade level. School curriculum, test information and any other concern that the teacher or parent may have.

\_\_\_\_\_ (name of school) will have continuous communication to assist parents in understanding the school curriculum and student achievement through Newsletters, Notes, Report Cards, Progress Reports, handouts, and mailings.

\_\_\_\_\_ (name of school) will have a school-parent learning compact designed by parents and school staff that outline how parents, school staff, and students share the responsibility for improving learning. Every effort will be made to communicate with parents in a format and language that is free of educational jargon and easily understandable by all.

\_\_\_\_\_ (name of school) staff will make every effort to assure that parents and community members are always made welcome at the school.

\* The policy above is a sample and schools are welcome to adopt the district-wide policy as

their policy. However, all schools should include in their policy those areas that are specific to the needs of students and parents, i.e. parenting, communication, volunteering, student learning at home, decision making and collaborating with the community. Above all, **parents must be involved in the development of this policy.**

**FAMILY INVOLVEMENT POLICY/PLAN  
SAMPLE LETTER**

Date: \_\_\_\_\_

Dear Family and/or Guardian,

Your participation in your child's education is important to us. Because of this, we have developed a Family Involvement Policy for (school/district). This policy explains how we plan to work with families to review and improve family programs and describes how you can participate in planning these programs.

We value your involvement and urge you to take the time to read this policy. Federal law requires us to distribute our Family Involvement Policy to families. So please sign the form below and return it to your child's classroom teacher by (Date) so that we can be sure you received this important information.

If you have any questions, feel free to call \_\_\_\_\_ at \_\_\_\_\_.

(Name) (Telephone number)

Yours truly,

Principal

**ACKNOWLEDGEMENT**

I have received the Family Involvement Policy described in this letter.

Family's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student's name: \_\_\_\_\_

Teacher: \_\_\_\_\_

School and Grade: \_\_\_\_\_

**TITLE I CONFERENCE AND WORKSHOP ATTENDANCE TRAVEL POLICY- AN  
ADDENDUM TO THE TITLE I PARENTAL INVOLVEMENT POLICY.**

**Title I Conference and Workshop Attendance Travel Policy-An addendum to the Title I Parental Involvement Policy.**

This addendum to the Title I Parental Involvement Policy is enacted to ensure full participation of many and varied parents in Title I funded conferences and workshops for the

purpose of increasing parent involvement in schools, in support of student academic achievement, as required by the No Child Left Behind Act of 2001, 20 USC 6318 et seq. This policy was jointly developed by the School District of the City of Detroit, under the authority of its Superintendent, and Title I Parents. The Board of Education of the School District of the City of Detroit adopts the Title I Conference and Workshop Attendance Policy as set forth below as an addendum to its Title I Parental Involvement Policy.

Parents expressing an interest in attending Title I workshops and conferences that are paid for from Title I funds should display a commitment to support parent involvement for academic achievement.

Parents using Title I funds and traveling not over fifty miles will be responsible for the cost of their lodging.

Parents who wish to attend educational workshops and conferences that are paid for from Title I funds should have documentation of participation in at least four of the following activities within one year from the date of the workshop or conference:

- Volunteer at a Title I event
- Volunteer with the Division of Parent Involvement during a parent involvement activity.
- Attend a District event
- Attend a DPAC meeting
- Participation in local school workshop
- Volunteer in classroom with principal's permission
- Chaperone a field trip
- Attend at a Title I/LSCO meeting
- Title I/LSCO officer for a full a year
- Volunteer to collect information for seminars, meetings, or conferences (parent enrichment seminars, Lunch and Learn and MALES. seminars) to share with parents to better enhance student achievement and increase parental involvement

Title I parents of participating children who have demonstrated a strong commitment to parental involvement and whose commitment can be verified, are eligible to attend national and regional conferences any education conference when recommended by the principal and the Title I Committee.

District participants will be selected by the Director of the Division of Parent Involvement in accordance with the provisions as set forth in Section 1.1 and 1.2.

Anyone wishing to participate as a presenter must have prior approval by the principal of that school or the Division of Parent Involvement if seeking support to attend the conference. District conference attendees who make travel and hotel accommodations prior to approval from the Division of Parental Involvement will have to bear their own expenses.

Double occupancy of same sex attendees may occur if the District or local school is responsible for the payment. Special consideration will be given for person with documented medical needs.

A persons who attends a conference or workshop that is funded through Title I must make

a presentation at their local school or at a District planned workshop within (30) days after returning from the Title I Conference. Failure to adhere to this requirement will prevent said person from attending future conferences paid through Title I funds.

A person who received Title I funds to attend a conference or workshop and was unable, or did not attend, shall immediately notify the local school or the District and shall return the funds to their local school or the appropriate department. Persons who fail to return Title I funds will be subject to civil and or criminal prosecution.

A person who receives Title I funds to attend a conference or workshop and fails to pay their expenses, such as hotel or restaurant bills, is subject to civil and or criminal prosecution.

Anyone attending two conferences or workshops in a school calendar year from any school or the District will not be eligible to attend another conference for two (2) years. Unless the principal and the Title I -committee has made every attempt to recruit other parents who meet the eligibility criteria and they don't desire to attend the conference / workshop, a former attendee with the recommendation from the principal in writing will be eligible to attend.

**Parental involvement Law**  
**Requirements at the School Level**  
**SEC. 1118. PARENTAL INVOLVEMENT**

**A. LOCAL EDUCATIONAL AGENCY POLICY-**

- 1. IN GENERAL-** A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.
- 2. WRITTEN POLICY-** Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations for parent involvement, and describe how the agency will
  - a. involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;
  - b. provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;
  - c. build the schools' and parents' capacity for strong parental involvement as described in subsection (e);
  - d. coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;
  - e. conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic

- quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (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), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and
- f. involve parents in the activities of the schools served under this part.

### **3. RESERVATION-**

- a. **IN GENERAL-** Each local educational agency shall reserve not less than 1 percent of such agency's allocation under subpart 2 of this part to carry out this section, including promoting family literacy and parenting skills, except that this paragraph shall not apply if 1 percent of such agency's allocation under subpart 2 of this part for the fiscal year for which the determination is made is \$5,000 or less.
- b. **PARENTAL INPUT-** Parents of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.
- c. **DISTRINTION OF FUNDS-** Not less than 95 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part.

### **B. SCHOOL PARENTAL INVOLVEMENT POLICY-**

1. **IN GENERAL-** Each school served under under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. **SPECIAL RULE-** If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet the requirements of this subsection.
3. **AMENDMENT-** If the local educational agency involved has a school district-level parental involvement policy that applies to all parents, such agency may amend that policy, if necessary, to meet the requirements of this subsection.
- 4 **PARENTAL COMMENTS-** If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

### **C. POLICY INVOLVEMENT-** Each school served under this part shall

1. convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

2. offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
3. involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the School-wide Program Plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
4. provide parents of participating children —
  - a. timely information about programs under this part;
  - 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; and
  - c. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
5. if the School-wide Program Plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

#### **D. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT-**

As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall

1. describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
2. address the importance of communication between teachers and parents on an ongoing basis through, at a minimum
  - a. parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
  - b. frequent reports to parents on their children's progress; and

- c. reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

**E. BUILDING CAPACITY FOR INVOLVEMENT-** To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part —

1. shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
2. shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
3. 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 in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
4. shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
5. 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 and, to the extent practicable, in a language the parents can understand;
6. may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
7. may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
8. may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
9. may train parents to enhance the involvement of other parents;
10. 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;

11. may adopt and implement model approaches to improving parental involvement;
12. may establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
13. may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
14. shall provide such other reasonable support for parental involvement activities under this section as parents may request.

**F. ACCESSIBILITY-** In carrying out the parental involvement requirements of this part, local educational agencies and schools, 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, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

**G. INFORMATION FROM PARENTAL INFORMATION MW RESOURCE CENTERS-** In a State where a parental information and resource center is established to provide training, information, and support to parents and individuals who work with local parents, local educational agencies, and schools receiving assistance under this part, each local educational agency or school that receives assistance under this part and is located in the State shall assist parents and parental organizations by informing such parents and organizations of the existence and purpose of such centers.

**H. REVIEW** - The State educational agency shall review the local educational agency's parental involvement policies and practices to determine if the policies and practices meet the requirements of this section.



## **GLOSSARY of TERMS**

**Annual Title I Parent Meeting** is required by law to be held at a convenient time to which all parents of participating children shall be invited and encouraged to attend. The meeting is to inform parents of their schools participation under Title I of the *No Child Left Behind Act* and to explain the requirements of the law and the rights of parents to be involved in their child's education

**Adequate Yearly Progress (AYP)** is the measure by which schools, districts, and states are held accountable for student performance under Title I of the *No Child Left Behind Act*. It is basically a system used to identify schools that aren't meeting state goals and bringing sharper focus to existing achievement gaps.

**"Choice' School Opportunities** are offered when a school identified for improvement offers parents the opportunity to transfer their children from a public school that is not making AYP to a public school that is making AYP. Free transportation is provided if the child qualifies.

**District 6 School Parent Involvement Policies** - A school and/or district Parent Involvement Policy is designed to improve student achievement and performance and meet the parental involvement requirements of school administrators, staff, parents, families, students and community members, with parents and families retaining the primary responsibility for the education of their children.

**One Percent (1Z) Parental Involvement Funds** - The local school district is required by law to reserve not less than one (1) percent of Title I funds allocated to carry out parent involvement activities promoting family literacy, parenting skills and other programs that promote parent involvement and student achievement.

**School Compact** - A school compact is a written statement of what parents, students and schools are supposed to do to help students achieve.

**School Improvement Plans** - A measure in the school improvement process that requires each school develop and submit to the State Board of Education specific plans to achieve its locally developed goals. Parents, Teachers and Administrators may all sit on School Improvement Planning Committees.

**School-wide Title 1 Programs** - Programs for individual schools with poverty rates of **40%** and above use Title 1 funds, along with other Federal, State and Local funds to operate a consolidated "School-wide program" to upgrade the instructional program for the whole school.

**Targeted Assistance Programs** - School populations with poverty rates below **40%**, or those choosing not to operate a School-wide program, offer a "targeted assistance program" in which the school identifies students who are failing, or most at risk of failing to meet the State's challenging performance standards, then designs, in consultation with parents, school and district staff, an instructional program to meet the needs of those students.

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*Special Thanks*



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