

Detroit Public Schools

Title I Parent Involvement Policy

Policy: 10.18

This policy and the plans to implement have been developed jointly with parents, as described in section 1118 of the No Child Left Behind Act of 2001.

Introduction

The Title I amendments of the Elementary and Secondary Act of 1965 (E.S.E.A.) as amended in the (NCLB) No Child Left Behind Act 2001, the state educational agency (SEA) requires that each school district 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 district's overall consolidated application and the local educational agency's (LEA) plan under section 1112. 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 of the Act.

I. Purpose

The Detroit Public Schools Title I Parent Involvement Policy (hereinafter referred to as the "DPS Parent Involvement 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, including ensuring that parents play an integral role in assisting their child's learning, that parents are encouraged to be actively involved in their child's education, that parents are full-partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child, and the carrying out of other activities, such as those described in section 1118.

II. Expectations

Parent involvement is essential to student academic achievement and school quality. DPS recognizes the Title I requirements for and the importance of parental involvement as one of the essential elements necessary to fulfill the purposes of Title I, as well as, meet the goals and objectives of the DPS' School Improvement Initiative. The DPS Parent Involvement Policy is developed to support and secure effective partnerships between parents, schools and the community. Parents will be involved in the joint development of this policy through their participation at district-wide meeting (s) at the beginning of the school year, specifically intended to develop the written parental involvement policy. Moreover, the District-wide Parent Advisory Council (DPAC) will hold monthly meetings to ensure that the DPS Parent Involvement 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. The implementation of the DPS Parent Involvement Policy, DPAC monthly meetings and the results of the reviews will involve parents intimately in the process of improving student achievement and school quality.

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DPAC will set yearly goals, to ensure that the district's policy and each local school policy will be under constant review and evaluated annually for the content of effectiveness of the parent involvement programs and policy. DPAC members will attend Title I workshops in order to stay apprised of Title I mandates.

DPS welcomes parents as partners with schools in support of student learning. 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 this legislation. With this in mind, the DPS agrees to implement the following statutory requirements.

- A. 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 train, expose, encourage, and support parental involvement through a variety of workshops, seminars and conferences 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.
- B. Consistent with section 1118, DPS will work with its schools to ensure local school parental 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 surrounding the mutual responsibilities of parents, students, teachers and staff to address the needs of students at home and at school.
- C. 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.
- D. If the DPS Parental Involvement policy is not satisfactory to the parents of participating children, DPS will submit any parent comments with the LEA plan when the school district submits its plan to the State Department of Education.
- E. Parents will be involved in decisions regarding how the 1% 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, in family literacy and parenting skills programs. The use of parental involvement funds shall be in accordance with state and NCLB guidelines and federal regulations.
- F. In addition to the above requirements, the DPS Parent Involvement Policy includes features designed to create and support partnerships among parents, schools and the community and foster student achievement. Policy features include:

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1. Parent/teacher conferences convened at least annually for all grade levels, to discuss the school-parent learning compact and the local school-parental involvement policy.
2. School performance profiles and individual student assessment.
3. Educating parents regarding the stages of Adequate Yearly Progress (A.Y.P) review and including information on (a) Public School Choice, (b) Supplemental Education Services (SES); and (c) Targeted assistance and school wide programs.
4. With regard to section 1119, the LEA 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) 2 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 1118 of the Act:

- A. 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.
- B. To provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement including involving parents in the joint development of the 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.
- C. 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.
- D. To conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the DPS Parent Involvement 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.
- E. 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.
- F. 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 involvement policy and school-parent learning compacts are discussed and revised.

IV. Implementation Activities

- A. DPS will jointly involve parents in its district wide parent involvement plan under section 1118 of the ESEA starting with a district-wide meeting at the beginning of each school year and continuing with regular meetings with parents in its Title I programs throughout the year.
1. 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.
 2. The annual meeting shall be convened within 45 days after the start of the new school year.
 3. The principal shall mail meeting notices to each parent informing them of the Title I Annual Meeting.
 4. Notice must also be sent to the Department of Parent Involvement at least one week prior to the meeting date.
 5. Following the meeting, a copy of the meeting notice, sign-in-sheet, agenda, school-parent learning compact (when available), local school parent involvement policy (when available) and meeting minutes shall be sent to the Department of Parent Involvement.
 6. Parent involvement meeting data shall be kept on file at the school for future policy review and program modification.
 7. Flexible time and number of meetings, 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 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 tests as an evaluation tool to measure improvements in academic achievement. DPS has identified the MEAP test as one of the major indicators of academic achievement within a school. The MEAP test assessments will be used identify area(s) of needed improvement. School scores and or grades will be used to develop strategies for improvements. Not only will use of the

MEAP assessments increase parental awareness and involvement surrounding the MEAP tests; in addition, it will have a positive impact on school AYP.

- 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.
1. Each school shall develop jointly with parents of all children school-parent learning compact which outlines how parents, the entire school staff and students will share the responsibility for improving student achievement.
 2. 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 Department of Parent Community Liaisons, the LEA parent organization or the district-wide Parent Advisory Council.
 3. School-parent learning compacts shall include, but are not limited to, the following:
 - a. 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 performance 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 decision making relating to the education of their children and the positive use of extracurricular time.
 - b. 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 the school-parent learning compact 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 observation of classroom activities.
- D. 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, Parents as Teachers Program, public preschool programs and other relevant programs such as Title III Language Instructional Programs.
- E. DPS will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy

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

1. Title I parents and school staff will have an opportunity to jointly assess the effectiveness of their Title I parental involvement 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:
 - a. Number of parents who attend meetings
 - b. Number of parents who volunteer service to the school
 - c. Description of programs and activities where parents are involved
 - d. Parent and staff comments regarding parental involvement
 - e. Overall evaluation of the meetings by parents and staff
 - f. Use of information collected at meetings to modify activities, revise policy, improve student achievement as well as parental self-improvement
2. 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.

F. 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 a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

1. DPS will, 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, by undertaking the actions described in this paragraph --
 - a. the State's academic content standards
 - b. the State's student academic achievement standards,
 - c. the State and local academic assessments including alternate assessments
 - d. the requirements of Part A
 - e. how to monitor their child's progress
 - f. 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:
 - a. Coordination of literacy training to help parents work with their children to improve academic achievement
 - b. Other necessary skills training to help parents work with their children to improve academic achievement
 - c. 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
4. 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.
5. 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, and other activities designed to help parents become full partners in the education of their children.
6. DPS will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - a. 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.
 - b. 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.
 - c. DPS may train and support parents to enhance the involvement of other parents.

- d. 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.
 - e. 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.
 - f. DPS shall provide such other reasonable support for parental involvement activities under this section as parents may request.
7. DPS will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, 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, through joint information dissemination and training opportunities.
 8. DPS will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by communicating with parents in a language that is free of educational jargon; and by communicating in multiple languages to assure information is disseminated to all parents regardless of their home language.

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 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 their right to be involved.
- B. The annual meeting shall be convened within 45 days after the start of the new school year.
 1. The principal shall mail meeting notices to each parent informing them of the Annual Meeting. This notice must also be sent to the Department 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 Director, Office of Parent and Community Involvement.

3. All parent involvement meeting data shall be kept on file at the school for audit purposes.
- C. Offer 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. Provide parents of participating children with timely information about programs and services.
- E. Provide parents of participating children with performances profiles of their child's individual assessment results, including an interpretation of certain results.
- F. 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).
- G. Provide parents of participating children with information regarding the school wide program plan or targeted assisted plan. If the plan is not satisfactory to the parent, they may submit comments on the plan as part of the schools submission to district officials.

VI. Expectations for Parent Involvement at the Local School

Each Public School shall establish a Title I Parent Involvement Committee by the end of the 2nd 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. Representative from this Committee shall be a member of the school's 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 children. 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 meetings 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 parent's dissatisfaction with the District Title I plan shall be collected and submitted along with the plan to the Detroit Public Schools Federal, State Compliance Office and the Department of Parent Involvement.

The Title I program shall be designed to assist students to acquire the capacities and achieve the goals established by 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.

VII. Support for Programs

As required, the District shall reserve no less than one percent (1%) of its allocation for the purpose of promoting parent involvement. Parents of participating students shall be provided the opportunity to decide how this portion of the Title I funds will be used to identify and structure activities to encourage and increase parental involvement. The district 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 parents' 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 Parental Involvement Policy

Each school shall submit to the Superintendent and Board of Education for review and comment its Title I school parent involvement policy, which must meet all legal requirements. This policy shall be developed jointly with and distributed by the school to parents of participating students.

A copy of each school's parent involvement policy and accompanying checklist shall be kept on file in the Title I Office of Compliance and also with the district's the Director of Parent and Community Involvement .

Reference

Section 1118 of No Child Left Behind Act of 2001

SAMPLE

**Detroit Public Schools
PARENT INVOLVEMENT POLICY
TITLE I TARGETED ASSISTANCE SCHOOL**

EXPECTATIONS FOR PARENT INVOLVEMENT

The _____ School has adopted the following parent involvement 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 involvement policy and the school plan.

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 District Title I plan shall be collected and submitted along with the plan to the Detroit Public Schools Federal, State Compliance Office and the Department of Parent Involvement.

SHARED RESPONSIBILITY FOR HIGH STUDENT PERFORMANCE

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

- the school's responsibility 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 from 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
Detroit Public Schools
PARENT INVOLVEMENT POLICY
TITLE I SCHOOLWIDE PROGRAM SCHOOL

EXPECTATIONS FOR PARENT INVOLVEMENT

The _____ School has adopted the following parent involvement policy and plan. This policy and the plan to implement it have been developed jointly and in agreement with, and will be distributed to all parents.

The _____ School shall convene an annual meeting at a time that is convenient for parents, to which all parents are invited and encouraged to attend. At this meeting parents will be informed of the school's participation in a Title I school wide program, the purpose and requirement of Title I, and their right to be involved. Particular attention shall be given to reaching those 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 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 involvement policy and the school wide plan.

Parents shall be provided the following information:

- Timely information and opportunities to attend regular meetings;
- School performance profiles and their child's individual assessment results, including an interpretation of results;
- Descriptions and explanations of school curriculum, assessment, and proficiency levels;
- Meaningful and timely response, within two weeks, to any parent suggestions.

All comments indicating a parent's dissatisfaction with the District Title I plan shall be collected and submitted along with the plan to the Detroit Public Schools Federal, State Compliance Office and the Department of Parental Involvement.

SHARED RESPONSIBILITY 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 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;
- on going communication between parents and teachers through parent/teacher conferences at which time the learning compact will be discussed; progress reports to parents; reasonable access to staff, observation of classroom activities, and opportunities to volunteer and participate in their child's class

BUILDING CAPACITY FOR INVOLVEMENT

The _____ School *may* build the capacity for strong parental 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 material 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 from 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 which improve 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.

**Detroit Public Schools
LOCAL SCHOOL
SCHOOL-PARENT LEARNING COMPACT**

Definition:

The school-parent learning compact is required of all schools receiving Title I funds. This written compact is a joint agreement between the home and school. It defines goals, expectations, and shared interests and responsibilities of the school and parents as equal partners for improved student achievement. The compact signifies a school-parent partnership in support of children's education and development.

Purpose:

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School-parent learning compact provides the opportunity for parents to express interest in their child's school as well as communicate to their child that school is important. Educational research has shown that parental involvement is one of the most powerful indicators of student academic success and that the way in which schools communicate with parents is directly related to the amount and extent of parental involvement. When parents are made to feel comfortable in communicating with their child's teacher, their attitudes toward school improve, thus their involvement increases. Learning compacts invite teachers and parents to discuss and define each other's expectations and responsibilities related to student learning.

Effective Compacts:

- reflect federal, state, district, and school educational goals
- are extremely flexible
- are developed through a process involving parents, teachers, and caregivers
- contain reasonable expectations for parents and teachers
- provide an opportunity for face-to-face involvement between parents and teachers
- are connected to instruction
- are stated in a positive and non-threatening manner

Ideas to Consider when Developing a School-Parent Learning Compact

- *Encourage* frequent reports from teachers to parents on their children's progress
- *Encourage* positive notes weekly from teachers about the student
- *Encourage* communication from teachers to parents once each grading period about student progress.
- *Encourage teachers* to learn about students outside of their school work (friends, interests, hobbies, nutrition, etc.)
- *Encourage school staff* to provide workshops for parents to inform them of the school's program, including school goals, assessments and achievements.
- *Encourage school staff* to work with parents in developing and implementing activities which contribute to the academic achievement of students and the quality of the school.
- *Encourage school staff* to design strategies for providing effective two-way communication between parents and schools
- *Encourage parents and school staff* to use genuine praise in supporting each others' efforts
- *Encourage parents and school staff* to support appropriate discipline
- *Encourage parents and school staff* to share in the responsibility of providing high quality education for students.

- *Encourage parents and school staff* to encourage and reward effort, be patient, and to not expect perfection
- *Encourage parents and school staff* to instill the joy of learning and discovery in their children
- Encourage students to become actively involved in developing the parent-school learning compact
- Encourage student discussion with parents and staff about the purposes and expectations of the parent-school learning compact

(Sample)

School-Parent Learning Compact

Name of School

The purpose of this compact is to foster the development of a school-parent relationship to help all children achieve the State's high academic 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 and teachers on an ongoing basis through such efforts as parent teacher conferences, frequent reports to parents 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, I will encourage and support my child's learning by doing the following:

- Requiring regular school attendance.
- 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 ____/____/____

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 ____/____/____

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

- Attending school regularly.
- Bringing pencils, pens, paper, textbooks and other necessary learning tools to class.

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Detroit Public Schools
Parent Involvement Policy
2008 – 2009

- Completing my assignments.
- Participating in classroom activities.
- Cooperating with parents and teachers.
- Asking for help when needed.

Signature _____ Date ____/____/____

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, 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 ____/____/____

For more sample compacts visit:

<http://www.cde.ca.gov/ls/pf/pf/documents/middleschoolcom.doc>

<http://ftp.ets.org/pub/ccxiv/title1-3.pdf>

Title 1 Terms

Adequate Yearly Progress (AYP) - AYP is basically a signaling system used to identify schools that aren't meeting state goals and bringing sharper focus to existing achievement gaps.

Annual Title 1 Parent Meeting – is required by law to be held within 45 days of the beginning of the Fall semester, 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 1 of the No Child Left Behind Act and explain the requirements of this law and the rights of parents to be involved in their child's education.

District & 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 (1%) Parental Involvement Funds – The local school district is required by law to reserve not less than 1 percent of Title 1 funds allocated to carry out parental involvement activities promoting family literacy, parenting skills and other programs that promote parental involvement and student achievement.

Public School Choice – "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. Transportation is provided if the child qualifies.

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

School-Parent Learning Compacts – A school compact is a written statement of what parents, students, and schools are supposed to do to help students achieve.

School-Wide Title 1 Programs – Programs for individual schools with poverty rates above 40 percent use Title I funds, along with other Federal, State, and local funds, to operate a "school-wide program" to upgrade the instructional program for the whole school.

Targeted Populations - School populations with poverty rates below 40 percent, 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, staff, and district staff, an instructional program to meet the needs of those students.

31A Michigan State Funding - Section 31a of the Michigan State School Aid Act provides funding to eligible districts for supplementary instructional and pupil support services for pupils who meet the at-risk criteria specified in the legislation.

**SAMPLE
DETROIT PUBLIC SCHOOLS
Office of Parent Involvement**

SCHOOL PARENT INVOLVEMENT 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 Involvement 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.

1. _____ (name of school) will schedule a varied number of meetings and conferences in order to accommodate the needs of parents.
2. _____ (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.
3. _____ (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.
4. _____ (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.
5. 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.
6. _____ (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 policy as their policy. However, all schools should include in their policy those areas that are specific to the needs of both 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.

Title I Parent Involvement Policy Approval Page

Ma N. Shepherd
Title I Parent/Parent Representative

08/26/08
Date

Letitia Kemp Gardner
Title I Parent/Parent Representative

08/26/08
Date

Cheryl M. Gibson
Title I Parent/Parent Representative

08/26/08
Date

Lindasusan Softley
Lindasusan Softley, Director

8/26/08
Date

Sandra Howard-McGhee
Sandra Howard-McGhee, Executive Director

9/19/08
Date

Teresa Gueyser
Teresa Gueyser, Esq., General Counsel

9/19/08
Date

Connie Calloway
Connie K. Calloway, Ph.D., General Superintendent

9/23/08
Date