

Instruction

Title I Programs

The Superintendent and his/her designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities to improve the educational opportunities of educationally disadvantaged or deprived children.

Title I Parental Involvement

The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services or who are enrolled in programs under Title I. These programs, activities and procedures are described in District-level and School-level compacts.

Title I School-Level Parental Involvement Compact

The Building Principal or his/her designee shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain: (1) the District's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, (3) a process for continually involving parents/guardians in its development and implementation, (4) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (5) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (6) other provisions as required by federal law. The Principal or his/her designee shall ensure that the Compact is distributed to parents/guardians or students receiving services, or enrolled in programs, under Title I.

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Title I Compensatory Education

School-Level Parental Involvement Compact

The school-level parent involvement compact provides an understanding of the joint responsibility of the District and parents/guardians for improving student academic achievement and school performance. The school provides opportunities for parent/guardian involvement by convening a parent involvement compact meeting in the fall to provide parents of participating children with:

1. Timely information about programs under Title I (Part A);
2. 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
3. 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.

In the spring, parents from the Title I school will be invited to a district-level meeting to establish meaningful, ongoing, three-way communication between the district, staff and parents/guardians. During the meeting of this group, the District's parent involvement activities and procedures will be reviewed and refined as needed, forming the basis for the district-level compact that will be updated annually.

Comparability of Services

It is the policy of the Board of Education to insure comparability of services funded by state and local sources in both Title I project schools and non-project schools. The Board of Education will, therefore:

1. Maintain a district-wide salary schedule.
2. Provide services with federal, state and local funds in schools serving Title I project areas that are at least comparable to services in non-project areas.
3. Nothing in this policy will prohibit the administration from addressing identified problems at individual schools.

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Title I Parent Involvement

School-Parent Compact

NOTE: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will have 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.

Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. Schools and parents are not required to follow this sample template or framework, but if they include all of the bolded items listed under "Required School-Parent Compact Provisions" below, they will have incorporated all of the information required by section 1118(d) to be in the school-parent compact. Schools and parents, in consultation with student, are encouraged to include other relevant and agreed upon activities and action as well that will support effective parental involvement and strengthen student academic achievement.

The Elmer Thienes-Mary Hall Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

This school-parent compact is in effect as of the approval date of this regulation.

Required School-Parent Compact Provisions

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

The Elmer Thienes-Mary Hall Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

[Describe when the parent-teacher conferences will be held.]

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

[Describe when and how the school will provide reports to parents.]

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

[Describe when, where, and how staff will be available for consultation with parents.]

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

[Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

Describe the ways in which students will support their academic achievement, such as

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The Elmer Thienes-Mary Hall Elementary School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the Elmer Thienes-Mary Hall Elementary School will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title 1, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the State Department of Education's (SDE) written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.