



Public Schools
Innovative Learning Community

DANVILLE

Title I Parent & Family Handbook

2023-2024

TITLE I STAFF DIRECTORY

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Dear Parents and Guardians,

Title I is an integral part of the instructional program in the Danville Public Schools and we recognize and are committed to providing students with additional instruction and assistance in reaching state and national standards. Focusing on early identification and intervention, additional instruction is provided to students in the areas of reading and/or math.

All six of Danville's elementary schools serve grades K-5, both middle schools serve grades 6-8, as well as George Washington High School and R.I.S.E. Academy. All ten schools will implement a Title I Schoolwide Program during the 2023-2024 school year. Services are available to all students for overall school improvement. The goal of schoolwide programs will be to improve teaching and learning to enable Title I participants to meet the challenging State performance standards that all children are expected to master. Title I services focus on the implementation of high-yield, evidence-based strategies, effective responses to intervention as well as tiered and differentiated instruction to meet the needs of the students served. To improve high school graduation rates, Title I will support monitoring the progress of all students, and proactively intervening when students show early signs of attendance, behavior, or academic areas of concern and engaging students with supplemental curricula and programs that connect schoolwork with college and career success.

The goal of family engagement in Title I is to promote the inclusion of families as stakeholders in their children's educational experiences. Families are provided opportunities to be involved in various school related activities that will help them assist their children to be successful. These opportunities also help families in making shared decisions about their children's education and well-being. In an effort to connect the home and school and boost academic success of our students, the following opportunities for family engagement are made available:

- offering parenting seminars and workshops;
- checking out materials from each school's Family Resource Center;
- participating in school based activities;
- attending Family Literacy classes; and
- visiting classrooms and conferencing with teachers.

In addition, a Parent & Family Advisory Committee (PFAC) is established at each school which is comprised of a group of parents, families, teachers, and the school administrator(s).

Danville Public Schools believes that when families and schools work together to support student learning, we are building a firm foundation for academic success.

If you have any questions, concerns, or suggestions, please feel free to contact the Title I Office staff at 434.799.6400.

Sincerely,

Mrs. Catia G. Greene

Mrs. Catia G. Greene

Director of Federal Title Programs and Instructional Support

WHAT IS TITLE I?

Title I, Part A-Improving Basic Programs 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 Elementary and Secondary Education Act (ESEA) — known since December 2015 as the *Every Student Succeeds Act* (ESSA) 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 and families in the understanding of the *Every Student Succeeds Act (ESSA)* and to acquaint parents and families with the Title I programs in Danville Public Schools. The Title I programs at individual schools are developed through the efforts of parents, families, teachers, administrators, and Title I staff. Programs are planned through a series of steps. A needs assessment is conducted through input from parents, families, teachers, staff, and community stakeholders. The needs assessment determines what changes are necessary for all students to meet education standards. In turn, teachers, staff, parents and families plan how to best meet the needs shown in the assessments. In addition, teachers receive training on how to best meet instructional needs and to implement the plan developed. Resources are also gathered to implement the plan with a yearly review conducted to examine results and to evaluate needs again.

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 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 accessible via public record (Parents' Right to Know).

DANVILLE PUBLIC SCHOOLS TITLE I GRANT OVERVIEW FOR 2023-2024

Danville Public Schools' Title I, Part A program's preliminary funding for the 2023-2024 school year is \$4,326,142.00. The final allocation will be used to fund instructional salaries, staff professional development, parental engagement program activities, instructional materials and supplies, staff salaries, and mandated Title I school improvement activities.

Local support for schools must be provided to the same level or degree in *all* schools, including Title I schools. Title I funds cannot be used to support local requirements in Title I schools. Once local requirements are met, additional supports or enhancements that are above and beyond required activities can be provided to Title I schools. The federal "supplement not supplant" provision requires that federal funds be used to supplement the regular educational program. The statute requires that state and local educational agencies (SEA's and LEA's) use federal funds received under Title I only to supplement the amount of funds available from nonfederal sources for the education of students participating in Title I services. The SEA and LEA cannot use these federal funds to supplant funds that would have, in the absence of Title I funds, been spent on Title I students (Title I, Part A, Section 1120A(b)). The OMB Circular A-133 Compliance Supplement elaborates on instances when it is presumed that supplanting has occurred:

- If the SEA or LEA uses federal funds to provide services that the SEA or LEA was required to make available under other federal, state, or local laws;
- If the SEA or LEA uses federal funds to provide services that the SEA or LEA provided with nonfederal funds in the prior year; or
- If the SEA used Title I, Part A funds to provide services for participating children that the SEA or LEA provided with nonfederal funds for nonparticipating children.

General Information for 2023-2024 School Year:

Anticipated Funding: \$ 4,326,142.00

Funded Positions	Full-Time Equivalent (1= fully funded with Title I, Part A funds; 0.5=partially funded with Title I funds)
1-Director of Federal Title Programs	▪ .50
1-Assistant Director of Federal Title Programs	▪ .50
1- Assistant Director of Curriculum & Instruction	▪ .50
5-Title I Literacy Specialists, K-12	▪ 3
8-Math & Science Instructional Coaches	▪ 9
3-Title I Math Specialists	▪ 1
1-STEM Specialist	▪ 1
6-SEL Instructional Paraprofessionals	▪ 1
1-Coordinator Student Support Services	▪ .50
1-Administrative Assistant	▪ .50
1-Fiscal Services Assistant	▪ 1
5-Title I F.A.C.E Specialists	▪ 1
1-Teacher Quality Specialist	▪ .50
1-Coordinator of Employee Evaluation	▪ .50
Schools Served:	
*Schoolwide Title I Elementary Schools (Kindergarten – Grade 5)	<ul style="list-style-type: none"> ▪ Forest Hills Elementary School ▪ E. A. Gibson Elementary School ▪ G.L.H. Johnson ▪ Park Avenue Elementary School ▪ Schoolfield Elementary School ▪ Woodberry Hills Elementary
*Schoolwide Title I Middle Schools (Grades 6-8)	<ul style="list-style-type: none"> ▪ O.T. Bonner Middle School ▪ Westwood Middle School
*Schoolwide Title I Combined School (Grades 6-12)	<ul style="list-style-type: none"> ▪ R.I.S.E Academy
*Schoolwide Title I High School (Grades 9-12)	<ul style="list-style-type: none"> ▪ George Washington High School

*The four components of a Title I Schoolwide program must be included in the school's quality continuous improvement plan. The components are available for your review upon request.

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TITLE I AND FAMILY ENGAGEMENT

Over thirty years of research has proven beyond dispute the positive connection between family engagement and student success. Effectively engaging parents and families in the education of their children has the potential to be far more transformational than any other type of educational reform. Family engagement 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 and families 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 engagement 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 engagement 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 *Every Student Succeeds Act* adds yet another dimension. The law emphasizes the role of families as consumers of education. The most significant change is in how success is measured. Family engagement activities are deemed a success or failure, not based on the number of parents and families 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.

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

Parents and families are critical to the success of Title I students. Danville's parent and family engagement program has many facets.

A note about terminology: Danville Public Schools recognizes that with the changing dynamics of today's world, what constitutes a family has changed. When we use the terms *parental involvement/engagement*, we include any adult who is responsible for the care of children and helping them achieve educational excellence.

FAMILY ENGAGEMENT/PARENTS' RIGHT TO KNOW

The empowerment of parents and families is vital for students to succeed. Thus, the *Every Student Succeeds Act* (ESSA), formerly known as the *No Child Left Behind Act of 2001, Section 1118*, has specific guidelines for family and parental engagement. Every Title I school must comply with the guidelines outlined in the *Every Student Succeeds Act*; Parent and Family Engagement section 1010. 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 ESSA. The meeting should be identified as the Title I Annual Meeting on printed agendas and announcements. The school must offer a 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 at the Annual Title I Meeting.

- I. Explanation of Title I which includes:
 - An explanation of what it means to be a Title I school; whether the school has a Targeted Assistance or Schoolwide Program; the benefits to the students; and the requirement and right of parental and family engagement. Schools must inform parents about its participation in the Title I, Part A program, explain the Title I requirements and their right to be involved in the programs.

- II. The Parents' Right to Know which includes:
 - The right to request information on the certification of teachers. Parents may request and the school/district 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 regarding the level of achievement of a parent's child on each of the state's academic assessments. [Section 1111 (h)(6)(B)(i), ESEA.]. Information should provide assistance to parents as is appropriate in understanding state and local assessments, including accreditation and Federal Annual Measurable Objectives (FAMOs); student SOL data results; school and district's report card data (includes student achievement data and teacher quality data).
 - Information regarding schools identified for school improvement corrective action, or restructuring. Parents must be provided an explanation of what the identification means; how the school compares to others; reason for the identification; the District's and school's response including how the low achievement issues will be addressed; how the District and State will 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.
 - Information regarding high quality curriculum – The school must describe its 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.
 - Describe the State's academic content standards, local academic assessments which measure student progress and proficiency levels students are expected to meet.
 - Provide information about materials and training available to help parents work with their children to improve achievement.
 - 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.

- III. School-Parent Compact – Each Title I School must jointly develop with parents a school-parent compact as part of its Family Engagement 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.

IV. Family or Parental Engagement Policy/Plan - Each Title I school MUST jointly develop with, agree upon, and distribute to parents its own written Family Engagement 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. The plan must be tailored for the specific needs of the school. The School Parental Engagement Policy/Plan must specify how the school will 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. Requirements include but are not limited to:

- **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 engagement programs with Head Start, Even Start, and other preschool programs, and conduct other activities, such as family 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 understands.
- **Other Requested Activities** — Each school *shall* provide such other reasonable support for parental engagement activities as parents may request.
- **Parental Information and Resource Centers** — 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.
 - **Parent Expenses** - Each school *may* pay reasonable and necessary expenses associated with parental and family engagement 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 engagement of other parents and families.
 - **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 (Student Achievement and Teacher Quality)** - The school district is responsible for providing reports in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.
 - **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.
- **Written parental and family engagement policy** - LEA notifies parents of the district-level written parental and family engagement policy.

EVERY STUDENT SUCCEEDS ACT

The *Every Student Succeeds Act* may be found on the Virginia Department of Education website at <https://www.doe.virginia.gov/programs-services/federal-programs/essa>. There you will find the Elementary and Secondary Education Legislation.

VIRGINIA DEPARTMENT OF EDUCATION SCHOOL REPORT CARDS

Report cards for schools, school divisions, and the commonwealth provide information about student achievement, accountability ratings, attendance, program completion, school safety, teacher quality, and other pertinent topics specific to student achievement.

Danville Public Schools' annual School Quality Profile as well as individual Virginia School Quality Profiles may be found on the Danville Public Schools' **Parents** website or the Virginia Department of Education website at **Virginia's School Quality Profile**. To view the profile for an individual school, select a school division, and then select a school within the division.

VIRGINIA STANDARDS AND DANVILLE PUBLIC SCHOOLS CURRICULUM AND ASSESSMENTS

Information regarding how to access state standards and the division's assessment can be found at VDOE's **Student Assessment** website and DPS' **Assessment & State Reporting** website. The division's local curriculum can be accessed via the Canvas Learning Management System. Please check with each school regarding login information.

OPPORTUNITIES FOR PARENT AND FAMILY ENGAGEMENT

Throughout the school year, families of Title I students will have many opportunities to be a part of their child's Title I experiences. Parents and families can help their children reach higher levels of reading success by being actively involved in their reading experience. Below is a list of parent and family engagement opportunities. Families are invited to take part in as many ways as possible.

- All Title I schools receive Title I services and have Title I Parent & Family Advisory Councils. The Title I Parent & Family Advisory Council meetings are open to all parents and families. School principals may be contacted if you wish to participate on the council.
- An annual meeting will be held in the fall at each school receiving services to inform parents about Title I services and answer questions. Please try to attend this important meeting.
- School newsletters will contain articles about Title I activities in the school.
- Throughout the year, each school's Title I Parent Liaison will visit homes on a referral basis, send parents activity calendars and parenting information, and offer workshops and parenting seminars as needed.
- Each school's Title I Family Resource Center has an extensive variety of materials that parents may check out to use at home with their children.
- Each school's Title I Parent Liaison will provide Title I parents with family literacy opportunities to include adult continuing education, technology, and career development.
- A survey will be sent to parents near the end of the year to get feedback about the Title I program.
- Each Title I school will develop and implement a plan for engaging Title I parents. Please look for activities in which you can participate.

The Home-School Connection is a unique feature of the Danville City Public Schools Title I Program. It offers resources from each school's Family Resource Center, home visits, parent education workshops and classes. Each school's Title I Parent Liaison makes community visits which focus on supporting parents to help their children become stronger learners. Parents:

- learn how their children are taught to read and learn strategies to comprehend text;
- obtain ideas and suggestions to help their children improve their reading and math skills;
- obtain ideas on helping their children with their homework;
- obtain ideas about college and career pathways
- receive calendars of activities to use with their children; and,
- have an opportunity to discuss any concerns or problems dealing with their children's learning.

Parent workshops may include, but are not limited to: general keyboarding/computer skills, use of the Internet, technical assistance in obtaining curriculum information regarding the local and state assessment program and parenting skills classes.

Information is regularly sent home discussing upcoming services and programs for Title I parents. In addition, the Title I Family Resource Center provides school and division-wide calendars of parent and family engagement activities available at Title I schools on the division website. Families are encouraged to participate in their children's education on a regular basis at school, at home, and at each school's Title I Family Resource Center.

For more information about how you can become actively involved in the learning process, contact your child's principal.

PARENTS HAVE A RIGHT TO:

- Information about your child's progress in a timely manner and in a form and language you understand.
- Information on specific requirements of Title I.
- Copies of all plans, evaluations, improvement plans, and other public documents.
- Written policies that ensure their involvement.
- Guidance documents published by the Department of Education.
- Meaningful consultation with the Local Education Agency (Danville's Title I) and school personnel that is organized, systematic, ongoing, informed, and timely in relation to programmatic decisions. Timely response to parent recommendations is also an essential part of consultation.
- Engagement in all aspects of the program.
- A wide range of opportunities to participate in the program.
- Reasonable support for their activities.
- Training (to the extent practical) to help parents work with their children to attain the instructional objectives, understand the program requirements, build home-school partnerships, and become knowledgeable of the curriculum, methods, and activities used in the program.
- Ready, on-going access to personnel, teachers, the school, and their child's classroom.
- Reports on their children's progress and at least one parent-teacher conference per semester.
- Materials which build the capacity of parents to improve their children's learning.
- Use of complaint procedures to correct violations of the Title I regulations.

ACCESS TO INFORMATION

The following information is on file in the Title I office and is available for parents of participating children to review:

Title I Regulations

Title I Parent and Family Handbook

Title I Grant Application

Comparability Report

Parental and Family Engagement Policy

Student Progress Reports

School-Parent-Student Compact
(on file at the school level)

COORDINATION WITH OTHER PARENTAL AND FAMILY ENGAGEMENT EFFORTS

School-Parent Compact

- A. Each participating school must jointly develop with parents and families of all participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement and the means by which the school and families will build and develop a partnership to help children achieve the State's high standards. This compact is a component of the school level parental engagement policy.
- B. As a component of the parent and family engagement plan, each school must jointly develop, with parents and families, a school-parent compact that must describe:
 - 1) the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student performance standards
 - 2) ways in which each parent will be responsible for supporting his/her child's learning, such as monitoring attendance, television watching, homework completion, etc.
 - 3) the ongoing communication that will occur around children achieving high standards through such means as:
 - a. parent-teacher conferences in schools at least annually at which the compact will be discussed
 - b. frequent reports to parents on children's progress
 - c. reasonable access to staff and observation of classroom activities, and opportunities to volunteer and participate in their child's class

SCHOOL-PARENT-STUDENT COMPACT

_____ and parents of the students participating in
(Name of School)
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-student compact is in effect during school year 2023-2024.

School Responsibilities

_____ will:
(Name of School)

- 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.
- Hold parent-teacher conferences (at least annually) during which this compact will be discussed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their children's progress.
- Provide parents reasonable access to staff.
- Provide parents opportunities to volunteer and participate in their child's school activities.

Parent/Guardian Responsibilities

As a parent/guardian, I will support my child's learning in the following ways:

- Monitor attendance.
- Make sure that homework is completed.
- Monitor amount of screen time (to include television and electronics).
- Volunteer in my child's school to the extent possible.
- Participate, as appropriate, in decisions relating to my child's education.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education and will communicate with the school by promptly reading all notices from the school or the division either received by my child or by mail and responding, as appropriate.
- Serve, to the extent possible, on policy advisory groups, such as a parent representative on the school's School Improvement Team, the Title I Parent & Family Advisory Council, the School Planning Team and/or the PTA/PTO.

Student Responsibilities

As a student, I will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Participate in out-of-school enrichment (i.e., sports, clubs, community service, part-time job or internship).
- 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.

School	Parent/Guardian	Student
Date	Date	Date

COMPLAINT RESOLUTIONS

While the role of the Parent & Family Advisory Council is an advisory one, parents, families, and educators may not always agree on all aspects of the Title I program. It is anticipated that any differences will be resolved at the school, district, or state level where they occur. Solutions to most problems can be found when the parties concerned:

- make an honest effort to find solutions,
- seek out sufficient objective information to make effective decisions; and,
- hear each other openly.

Parent & Family Advisory Councils, parents, teachers, or other concerned organizations or individuals, who have a complaint about the operation of Title I which cannot be resolved on a person-to-person level, may file a written complaint with the Title I office of the Commonwealth of Virginia, Department of Education.

The following procedure will be followed in the event of a written complaint:

- Record initiated. Within 10 days of receipt of a written complaint, or an appeal from a local educational agency against the operation of Title I, the State Title I office will acknowledge the complaint in writing. All written complaints must include signature and address of the person making the complaint.
- Within 15 working days of the acknowledgment of the complaint, the person making the complaint will be afforded an opportunity for an informal hearing with representatives of the State Title I office, at which time oral and written testimony may be taken.
- Failure to resolve the complaint in an informal setting will necessitate a formal hearing on the matter. The person making the complaint will be advised of the right to request in writing a formal hearing. The person making the complaint will have 15 days from the date of the informal hearing to make a written request for a formal hearing. Upon receipt of the request for a formal hearing, the state educational agency shall make, when necessary, an on-site investigation of the complaint.
- The formal hearing will be conducted by the state educational agency composed of a panel of two members from the Superintendent's Advisory Council, two members from the State Title I Coordinator's Office, two members from the state educational agency, and two parents of children in Title I programs. The panel will provide an opportunity for the person making the complaint or his/her representative, or both, and the local educational agency involved to submit evidence, including the opportunity to question parties to the dispute and any of their witnesses.
- The entire procedure, from receipt of the complaint to a satisfactory resolution, shall be completed within a period of not more than 60 days.
- The person making the complaint has the right to appeal the final resolution of the state educational agency to the U.S. Commissioner of Education, or his designate, within 30 days after receipt of the written decision.
- The state educational agency shall disseminate information concerning these procedures to affected parties within 15 days after resolution of the complaint.

VIRGINIA CONTINUOUS SCHOOL IMPROVEMENT PLANS

The intent of the Continuous School Improvement Plan (VCSIP) 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 VCSIP must address parent and family engagement 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 engagement. This can be accomplished by including the school's Title I Parent and Family Engagement Policy/Plan. Each school's VCSIP plan is unique, resulting in effective and efficient approaches to the delivery of instructional services. All of Danville Public Schools' Title I schools will include specifically include ten, rather than four, 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 Virginia Standards of Learning (SOLs), as well as, federal measurable objectives. Data should:
 - Include objectives based on Virginia's school accreditation benchmarks.
 - Include objectives to assist all subgroups to meet federal requirements.
 - 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, and those at risk of not meeting Virginia's proficiency pass rates for Standards of Learning (SOL) assessments.
 - 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 properly licensed and endorsed teachers should include:**
 - Ongoing professional 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 proficiency.
 - 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 Virginia's Standards of Learning. 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*, evidence-based.
- 5. Strategies to attract properly licensed and endorsed 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 or sign-on incentive bonuses.
- 6. Strategies to increase family engagement 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 engagement.
 - Provide families and community the opportunity to evaluate family engagement 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. 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 Virginia's Curriculum Standards.
 - Include a collaborative effort between school personnel and district personnel to examine Virginia's 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 school-based intervention and progress monitoring 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 Virginia's 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, homework assistance, and enrichment programs offered to build student success.
 - Provide extended learning opportunities that include Saturday, before school, afterschool, and/or Saturday tutorial/remediation programs using "best practice" strategies and both current and relevant student data.
 - Computer technology to enhance instructional support.

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.

PLANS FOR ASSISTING STUDENTS IN TRANSITION

Danville Public Schools assist students and families in transition from early childhood programs, such as Head Start and state-run preschool programs to local elementary school programs as well as to and from middle and high schools. Strategies to assist students in transition include:

- Informing families of necessary readiness skills at kindergarten registration.
- Offering preschool programs and collaborate with kindergarten teachers regarding Virginia's Curriculum Standards.
- Including a collaborative effort between school personnel and district personnel to examining Virginia's Standards in Pre-K and Kindergarten.
- Providing opportunities for elementary school personnel to meet with middle school personnel to discuss student transition.
- Providing opportunities for transitioning students to tour middle and high schools.
- Providing opportunities for middle school personnel to meet with high school personnel to discuss transition from middle school to high school.
- Providing opportunities for parents to meet with guidance counselors and appropriate staff at meetings to discuss school transitions.

NEEDS ASSESSMENT

The district conducts an annual needs assessment for each Title I school. The needs assessment gathers and analyzes information regarding the number of eligible Title I students in the district; student achievement data; professional development needs; instructional support and resources needs; and parental involvement needs. Additionally, the district conducts a survey of Title I parents and families for input into their perception of the program's effectiveness and any perceived needs that should be addressed in the next year's program. The needs assessments include the input of all stakeholders.

The Director of Federal Title Programs and Instructional Support, Director of Services for Exceptional Children, Coordinator of Language Instruction Educational Programs, and the McKinney-Vento Liaison review the data and determine priorities based on identified needs, expected funding for the following year, and district goals. The final report is shared with Title I schools so they may incorporate recommendations into their School Improvement Plan.

PROGRAM COMPARABILITY

Districts are required to use district funds to provide educational services in Title I schools that are comparable to the services provided in non-Title I schools. Title I districts are required to demonstrate annually through appropriate documentation that they are in compliance with Title I comparability requirements.

TARGETED ASSISTANCE SCHOOLS: SCREENING & SELECTION PROCESS

In determining students who are to participate in Title I Targeted Assistance Schools, priority is given to those in greatest need. Principals, classroom teachers, and Title I teachers work together to decide who most needs additional help and should be invited to receive Title I services. Targeted assistance services will be provided to a select group of students--those identified as failing, or most at risk of failing, to meet the State's challenging content and student performance standards--rather than for overall school improvement, as in schoolwide programs. Like schoolwide program schools, the goal of targeted assistance schools will be to improve teaching and learning to enable Part A participants to meet the challenging State performance standards that all children are expected to master.

Part A funds will be used in targeted assistance schools only for programs that provide services to eligible children identified as having the greatest need for special assistance. School staff, in consultation with the LEA will base the selection of eligible students on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school as well as sound professional judgment. Children who are economically disadvantaged, children with disabilities, migrant children, and limited English proficient children will be eligible for services on the same basis as other children. Children, K-2, will be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures that determine which children are failing, or most at risk of failing, to meet the State's challenging content and student performance standards.

Each targeted assistance school may supplement these criteria and select, from among its eligible children, those who are in greatest need for Part A assistance. Children who participated in a Head Start or Even Start program at any time in the two preceding years; children who received services under a program for youth who are neglected, delinquent, or at risk of dropping out under Title I, Part D at any time in the two preceding years; and homeless, neglected, or delinquent students will be considered at-risk.

Student progress will be measured based on the grade level proficiency benchmarks. Students who fall below basic will be eligible and a rank-order system based on priority of highest to lowest need in conjunction with multiple other objective data sources will be used (based upon data protocols established by the school division).

TITLE I ASSESSMENT DESIRED OUTCOMES

Desired outcomes are determined by examining the needs of Title I students in Danville. Title I schools devise goals and objectives and implement instructional strategies for their desired outcomes as per their continuous improvement plans. The district's goals include:

- **Reading** - By the end of the 2023-2024 school year, as verified by the English SOL assessment, elementary and middle school students within the "All Students" category will increase to 75% proficiency in order to meet the state's accreditation benchmark in Reading and Language Arts as measured by the appropriate subtest on the Virginia Standards of Learning assessment and as applicable for each grade level.
- **Mathematics** - By the end of the 2023-2024 school year, as verified by the Mathematics SOL assessment, elementary and middle school students within the "All Students" category will increase to 70% proficiency in order to meet the state's accreditation benchmark in Mathematics

as measured by the appropriate subtest on the Virginia Standards of Learning assessment and as applicable for each grade level.

- By the end of the 2023-2024 instructional year, at minimum two professional development activities will be provided for 100% of all classroom teachers and administrators, in order to improve the quality of reading and writing instruction as evidenced through documentation of participation by attendance logs, lesson planning, classroom observations and a list of professional development trainings.
- By the spring of 2024, the percentage of all students by aggregate and disaggregated subgroups, in grades Kindergarten through 3, who perform at or above grade level proficiency as established by the PALS assessment benchmark, will increase to 75%.
- By the end of the 2023-2024 school year, 80 percent of the parents and families of Title I students will participate in a minimum of four school/division level parental involvement activities as measured by participation logs.

PROGRAM EVALUATION

At the end of each school year, the district will evaluate the Title I program in the following areas:

1. Improved student outcomes
2. Greater family engagement
3. More high quality professional development
4. Effectiveness of instructional strategies, materials, and resources

In conducting the program evaluation, all stakeholders will review student data, parent, and staff surveys to evaluate the impact on student achievement. The findings will be used to plan and improve the program for the next year, pending funding.

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, the following questions must be asked:

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

Title I funds are to be used to directly impact student achievement by:

- Providing additional services that increase the amount and quality of instructional time;
- Providing students with an enriched and accelerated academic program;
- Significantly elevating the quality of instruction; and
- Affording parents substantial and meaningful opportunities to participate in the education of their children.

Title I Division Wide Parental and Family Engagement Policy

General Expectations and Descriptions

PART I. General Expectations

Danville Public Schools agrees to implement the following statutory requirements:

The school division will put into operation programs, activities and procedures for the engagement of parents in all of its schools with Title I, Part A programs, consistent with section 1116 of the *Every Student Succeeds Act* (ESSA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

Consistent with section 1116, the school division will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of section 1116 of the ESSA, and each include, as a component, a School-Parent-Student Compact consistent with section 1116 of the ESSA.

The school division will incorporate this division wide parental and family engagement policy into its LEA plan developed under section 1112.

The school division will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family engagement activities. These activities will improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

The school division will coordinate and integrate parent and family engagement strategies to the extent feasible and appropriate with other relevant Federal, State, and local laws and programs.

The school division will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

- Barriers to greater participation by parents/families 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;
- The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- Strategies to support successful school and family interactions;

The school division will use the findings of such evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the parent and family engagement policies described in this section; and

The school division will involve parents and families in the activities of the schools, which may include establishing a parent and family advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population. This advisory board will help develop, revise, and review the parent and family engagement policy.

In carrying out the Title I, Part A parental engagement requirements, to the extent practicable, the school division and its schools will provide full opportunities for the participation of parents and families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, are migratory, or are of any racial or ethnic minority background) and including providing information and school reports required under section 1111(d) of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

If the LEA plan for Title I, Part A, developed under section 1112 of the ESSA, is not satisfactory to the parents of participating children, the school division will submit any parent comments with the plan when the school division submits the plan to the State Department of Education.

The school division will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

The school division will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parent and family engagement means the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents and families play an integral role in assisting their child's learning;
- (B) that parents and families are encouraged to be actively involved in their child's education at school;
- (C) 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;
- (D) the carrying out of other activities, such as those described in section 1116 of the ESSA.

PART II. **Description Of How The Division Will Implement Required Division Wide Parent and Family Engagement Policy Components**

1. **Danville Public Schools** will take the following actions to involve parents and family members in jointly developing the local agency's Title I, Part A plan under section 1112, and the development of support and improvement plans under section 1111(d).
 - Title I schools will convene an annual meeting and if feasible, this will be the first schoolwide parent and family meeting.
 - Multiple opportunities will be available for parents and families to attend the annual meeting.
 - Curriculum information will be made available to all parents at the annual meeting.
 - Assessment information will be made available to all parents at the annual meeting.
 - Each school will establish a Title I Parent and Family Advisory Council and a minimum of two members of that Council will serve on the Division Title I Parent and Family Advisory Council which will meet at minimum biannually.
 - Each school's Parent and Family Advisory Council may utilize their PTA meeting schedule as their approved meeting dates.
 - Meeting agendas and minutes for the scheduled Parent Advisory Council/PTA meetings will be available to parents at the meetings, school website, each school's Title I Family Resource Center, and/or the school office.
 - The Parent Advisory Council/PTA will provide a time slot on each agenda for parent comments.

2. **Danville Public Schools** will take the following actions to involve parents in the process of school review and improvement under section 1111(d) of the ESSA:
 - The Title I Parent Advisory Council meetings will be open to all parents.
 - The primary function of the Title I Parent and Family Advisory Council at the school-level will be to allow parents to review available data with school staff and to provide input to assist schools in revising and updating School Improvement Plans.
 - The Title I Parent and Family Advisory Council will provide ongoing communication and monitoring concerning the progress of the goals and objectives outlined in School Improvement Plans.

3. **Danville Public Schools** will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:

- Each Title I school will receive a budget for parent and family engagement activities using Title I funds.
- Danville Public Schools will operate a site-based Title I Family Resource Center that is located at each respective Title I school.
- Each school's Title I Family Resource Center will extend flexible hours to accommodate various parent and family work schedules.
- Each center's staff will provide technical assistance for parents in obtaining curriculum information regarding the local and state assessment program.
- Each center's staff will provide a lending library and instructional classes in parenting skills, internet use, and general technology skills.
- Each school's Title I Family Learning Program staff will provide Title I parents with family literacy opportunities to include adult continuing education and career development.
- Each school's Title I Family, Academic, and Community Engagement (F.A.C.E) Specialists will seek opportunities for families to receive tutoring, homework assistance, and enrichment opportunities towards mastery and extension of grade level Standards of Learning objectives.
- A school-wide calendar of parent and family engagement opportunities will be available on each school's website.

4. **Danville Public Schools** will coordinate and integrate parent and family engagement strategies in Part A to the extent possible, under the following other programs:

- Danville Public Schools will operate preschool programs at Grove Park Preschool and Northside Preschool, for identified and eligible at risk four-year olds (as applicable).
- All Title I parents of students in the Danville Public Schools will be provided the opportunity to sign a School-Parent-Student Compact in which they agree to participate in scheduled activities.
- Parent and family education workshops will be held at all Title I schools.
- Workshops will be offered at various times to accommodate parent and family schedules.

- Title I schools will develop and implement a Parent and Family Engagement Plan for involving parents in activities which enhance learning and student achievement.
 - A division wide calendar of parent and family engagement opportunities will be available on the division website.
 - Title I Family, Academic, and Community Engagement (F.A.C.E) Specialists, Student Support Services personnel, and/or the LIEP (Language Instruction Educational Programs) team will conduct home visits as the need arises throughout the school year.
 - Interpreters will be provided to assist parents and family members of English Learners with oral and written translation when feasible.
5. **Danville Public Schools** will take the following actions to conduct, with the engagement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents and families in parent and family engagement activities (with particular attention to parents and families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school division will use the findings of the evaluation about its parental engagement policy and activities to design strategies for more effective parental engagement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- Danville Public Schools will conduct a parent and family survey in the spring of each year in order to determine the level of participation and to identify barriers that have prevented participation.
 - Parent and family surveys will be school-based and will be offered in English and other home languages when feasible.
 - Parent and family surveys will be available on paper and in an electronic format.
 - Title I Family, Academic, and Community Engagement (F.A.C.E) Specialists and each building principal will use the parent and family survey as baseline data for the upcoming year and establish a parental engagement participation goal for the next school year.
 - As part of the School Improvement Plan, each school will develop and implement strategies to increase parent and family engagement based on survey data.
 - The Title I Parent Advisory Council will be representative of the following stakeholders: economically disadvantaged, disabled, limited English proficiency, limited literacy, or any racial or ethnic minority background.

- The Title I Parent Advisory Council will work collaboratively with schools to develop the School Improvement Plan.
6. **Danville Public Schools** will build the schools' and families' capacity for strong parent and family engagement, in order to ensure effective engagement of parents and family members to support a partnership among the schools involved, parents, family members and the community to improve student academic achievement, through the following activities specifically described below:
- A. The school division will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school division or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph.
- 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, and
 - how to work with educators:
- Title I schools will establish dates on the site-based school calendars for parent/teacher conferences. The school calendars will be available on the division website.
 - School newsletters and websites will provide dates of school parent and family engagement activities, school events, supply lists, contact information, and parenting tips.
 - Individual teacher classroom newsletters, progress reports, communications, and/or websites will provide dates of parent and family engagement activities, daily schedules, classwork, and homework.
 - The division's parent and family engagement policy will be available in the Title I Parent and Family Handbook and on the division website.
 - Dates for 9-week report cards will be included in the student handbook and on the website. Dates for interim reports will be included in weekly progress folders, each school's calendar, and on each school's respective website.
 - Information regarding how to access division curriculum and state standards will be available in each student handbook, the Title I Parent Handbook, and on the division website.
 - Each school's Title I Family Resource Center staff will be available to assist parents and family members who do not have access to computers.

- Each school's Title I Family Resource Center will offer technical assistance and/or technology workshops for parents and families.
 - Principals of Title I schools will present, at the Title I Annual Meetings, an outline of state and local assessments to be administered during the school year. Spring SOL data from the previous school year will also be reviewed.
- B. The school division will, with the assistance of its schools, provide materials and training to help parents and families work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental engagement, by:
- Each school-wide calendar of parent and family engagement opportunities will be available at each school's Title I Family Resource Center and on the division website.
 - Family literacy opportunities to include GED instruction and adult continuing education and career development counseling will be offered through each school's Title I Family Resource Center to Title I parents and their children.
 - Technical assistance and/or technology workshops will be offered through each school's Title I Family Resource Center.
 - Parenting skills workshops will be offered through each school's Title I Family Resource Center.
 - Parent and family engagement newsletters will be distributed in English and/or Spanish and posted, to the extent feasible, on the division website.
 - English Learner (EL) parent information nights will be conducted collaboratively between the Language Instruction Educational Programs and each school's Title I Family Resource Center.
- C. The school division 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 and family programs and build ties between parents and schools, by:
- School personnel will receive training that focuses on enhancing parent and family engagement.
 - The division will conduct in-service and contract services for professional development opportunities on community outreach with administrators and supervisory personnel.

- Community Outreach will be a component of the division’s strategic planning process and implementation.
 - Interpreters will be provided to assist parents of English Learners with oral and written communication when feasible.
 - Danville Public Schools will disseminate information in accordance with Federal Guidelines for the “Every Student Succeeds Act.”
- D. The school division will, to the extent feasible and appropriate, coordinate and integrate parental engagement programs and activities with Head Start, 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, by:
- Danville Public Schools will operate site-based Title I Family Resource Centers at Title I school.
 - Each school’s Title I Family Resource Center will be staffed with flexible hours to accommodate various parent and family work schedules.
 - Each school’s Title I Family Resource Center will provide a school-wide and division-wide calendar of parent and family engagement opportunities available at Title I schools on the division website.
 - Danville Public Schools will operate a division wide preschool program at Grove Park Preschool and Northside Preschool, for identified and eligible at risk four-year olds.
 - All Title I parents and families of students in the Danville Public Schools will be provided an opportunity to sign a School-Parent-Student Compact in which they agree to participate in scheduled activities.
 - Parent education workshops will be held at all Title I schools.
 - Workshops will be offered at various times to accommodate parent and family schedules.
 - Title I schools will develop and implement a parental engagement plan for involving parents and families in activities which enhance learning and student achievement.
 - A school wide calendar of parent and family engagement opportunities will be available on each school’s website.
 - Title I Family, Academic, and Community Engagement (F.A.C.E) Specialists, Student Support Services personnel, and/or LIEP (Language Instruction Education

Program) team will conduct home visits as the need arises throughout the school year.

- Interpreters will be provided to assist families of English Learners oral and written translation when feasible.
 - Danville Public Schools will disseminate information in accordance with Federal Guidelines for the “Every Student Succeeds Act.”
- E. The school division 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:
- A school wide calendar of parent and family engagement opportunities will be available on each school’s website.
 - Parent and family engagement newsletters will be distributed in English and/or Spanish and posted on the division website.
 - Information about parent and family nights will be conducted collaboratively between the Language Instruction Education Program and each school’s Title I Family Resource Center.
 - Title I schools will establish dates on site-based school calendars for parent/teacher conferences. The school calendars will be available on the division website.
 - School newsletters and websites will provide dates of school parent and family engagement activities, school events, supply lists, contact information, and parenting tips.
 - Individual teacher classroom newsletters, progress reports, communications, and/or websites will provide dates of parent and family engagement activities, daily schedules, classwork, and homework.
 - The division’s parental engagement policy will be available in the Title I Parent Handbook, and on the division website.
 - Dates for 9-week report cards will be included in the student handbook and on the website. Dates for interim reports will be included in weekly progress folders, each school’s calendar, and on each school’s respective website.
 - Information regarding how to access division curriculum and state standards will be available in each student handbook, the Title I Parent and Family Handbook, and on the division website.

PART III. APPROVAL

The “General Expectations and Descriptions of Implementation” of the Division Wide Parental and Family Engagement Policy have been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the minutes from biannually Division Advisory Council meetings.

The “General Expectations and Descriptions of Implementation” of the policy were approved by the **Danville Public School Board** on **June 1, 2023** and will be in effect for the period of one year. The school division will distribute the policy’s general expectations and descriptions to all parents of participating Title I, Part A children on or before **August 31, 2023**.

(Signature of Authorized Official)

(Date)