

2014-15

Family Participation in Title I Programs

LAPEER
COMMUNITY SCHOOLS
Home of the Lightning

Lapeer Community Schools
2014-2015 /Family Participation in Title I Programs

Vision Statement: Excellence in all we do for our students, our schools and our community through

- Continuous improvement;
- Diligent effort; and
- Innovative design

Mission Statement: Lapeer Community Schools is a dynamic community organization embracing our students with a quality learning environment, developing independent and confident learners for the future.

Lapeer Community Schools values a partnership with the families of our students. You are receiving a copy of our district’s Title I parent involvement policy because your child(ren) attend one of our Title I schools. Title I schools receive federal funds to help students reach grade level goals. The funds received are used to support many goals, including working with families to support students. The important policy below was written by staff and parents to help share with you the ways in which Lapeer Community schools will support your child and your family and the ways that our district in meeting the requirements of the Title I legislation.

In addition to this District Policy, you will receive a copy of a parent involvement policy for your child)(ren)’s school. The policy will include how the school will meet the federal requirements, as outlined in Section 118 (b) – (h) of No Child Left Behind Act 2001. District personnel for Lapeer Community Schools review each school’s parent involvement policy each year to make sure that it meets all the requirements below. If you have any questions or would like further information about these items, please contact your building principal or the Title I district representative.

Title I Requirement	District/School Plan to Meet Expectation
Title I Schools will convene an annual meeting: 1118 (c) (1)	<ul style="list-style-type: none"> • <i>An annual meeting will be held for parents of students receiving Title I services to learn and provide input into the Title I Plan, review the School Parent Involvement Policy, and to explain our Title I program and how parents can be involved to help their child be successful. This meeting will occur in the first few months of each school year.</i> • <i>Advance notification of the meeting day and time.</i>

<p>Throughout the year, flexible meetings and activities will be designed to support and encourage family involvement; (c)(2)</p>	<p><i>Building family involvement activities will include:</i></p> <ul style="list-style-type: none"> • <i>Curriculum Nights</i> • <i>Parent Workshops</i> • <i>Monthly PAC and PTC meetings during alternating times of the day</i> • <i>Parent Conferences in the Fall</i> • <i>PTC Activities</i> • <i>Flexible IEP times</i> • <i>Classroom and building volunteer work</i>
<p>Parents/guardians will be involved in an organized, on-going, and timely way in the development, review, and improvement of family involvement activities and the parent involvement policy; (c)(3)</p>	<p><i>Families will be involved in the review and development of the Title I policy through:</i></p> <ul style="list-style-type: none"> • <i>Reviewing and seeking suggestions for the School Parent Involvement Policy at the annual meeting</i> • <i>Hosting a Title I program meeting to share the school's Title I plan and to seek input into it's strengths/weaknesses and ways to change the plan.</i> • <i>Posting the Parent Involvement Policy for parents to review during Fall Parent Teacher conferences in a visible location</i> • <i>Reviewing and distributing Parent Compacts at fall conferences</i> • <i>Conducting a Parent Perception Survey for all Title I parents</i> • <i>Conducting a Program Survey during third trimester for all parents</i> • <i>Reviewing and revising the Parent Involvement Policy with PTC and PAC members to incorporate suggestions based on the Parent Survey results</i> • <i>Expanding all avenues of communication with parents (monthly school newsletter, weekly classroom newsletters, District publications and website) to increase parent involvement in the Title I program</i>
<p>Title I Schools will provide participating students' parents/guardians with timely information about the Title I programs; academic curriculum, assessment used to measure progress, and grade level expectations and how to support students in meeting expectations (c)(4)(A) (B), d(2) (B), (C)(4)(B) (e)(1)</p>	<p><i>Title I programs will provide:</i></p> <ul style="list-style-type: none"> • <i>Annual Title I Information Night</i> • <i>Fall Curriculum Nights</i> • <i>Parent conferences (Fall/additional conferences upon parent request)</i> • <i>PowerSchool</i> • <i>Trimester Progress Reports and Report Cards</i> • <i>District Web Site – Policy and Compact available on website</i> • <i>Rev Up for Kindergarten Event – parent awareness evening and coordination with daycares and preschools to educate all involved about kindergarten expectations (content area stations for parents and child to attend)</i> • <i>Parent Workshops</i> • <i>Home Visits</i> • <i>Daily Take Home Planners</i> • <i>Telephone Calls/Email correspondence</i> • <i>3rd – 5th grade state assessment reports</i>

<p>parent assistance will be provided to help parents help to their children in achieving the objectives of the program by such means as literacy or math training, ensuring regular attendance, providing adequate time and the proper environment for homework, guiding nutritional and health practices, and the like;</p>	<ul style="list-style-type: none"> • <i>Fall Kindergarten Orientation</i> • <i>Fall 1st-5th grade Open House/Meet the Teacher Night</i> • <i>Curriculum Nights that incorporate activities to support parents in working with children in literacy, math, etc.</i> • <i>Parent Workshops</i> • <i>Take Home Programs</i> • <i>Summer Take Home Reading Activities</i> • <i>Spring Rev Up for Kindergarten</i> • <i>Fall Title I Information Night</i> • <i>Monthly School Newsletter/Classroom Newsletters/District publications</i> • <i>District Website – provides parents with materials and resources to help their child achieve success</i>
<p>Regular meetings will be held, upon request, to make suggestions, to participate in decisions, and receive response regarding their student’s education; (c)(4)(C)</p>	<p><i>Regular meetings, in addition to those requested by parents, include:</i></p> <ul style="list-style-type: none"> • <i>PAC/PTC meetings to provide suggestions and participate in decisions</i> • <i>Parent/Teacher Conferences</i> • <i>Annual Title I meeting</i> • <i>Annual Curriculum Meeting</i> • <i>Email Correspondence</i>
<p>Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; (d)(2)(C)</p>	<p><i>Staff can be reached via email, phone, visits to the classroom that can be arranged through the office, and attendance at building activities. Volunteers are welcome in classrooms upon completion of the district volunteer application. In addition, parents are encouraged to participate in the following activities:</i></p> <ul style="list-style-type: none"> • <i>PTC (Parent Teacher Committee)</i> • <i>PAC (Parent Advisory Committee)</i> • <i>Room Parents</i> • <i>Room Helpers</i> • <i>Classroom and building volunteers</i> • <i>Chaperones for field trips</i> • <i>Room observations as requested by parents</i>
<p>Materials and training to help parents/guardians support children in achieving improvement; (e)(2)</p>	<p><i>Materials and training will be provided to parents through the following:</i></p> <ul style="list-style-type: none"> • <i>Curriculum and parent workshops throughout the school year</i> • <i>Curriculum materials/grade level expectations provided to parents at conferences and/or Title I meetings</i> • <i>Meetings with school staff to share materials/training</i> • <i>Parent/Teacher conferences</i> • <i>Open House</i> • <i>Title I annual meeting</i> • <i>Kindergarten Transition Event</i>

<p>Information related to school and parent/family programs, meetings, and other activities provided in a language families can understand; (e)(5) (f)</p>	<p><i>Information will be shared in a language parents can understand by providing:</i></p> <ul style="list-style-type: none"> • <i>Accommodations for parents with disabilities</i> • <i>Various curriculum documents in parent friendly language, including assessment letters with student scores and proficiency targets, parent friendly grade level expectation, parent friendly rubrics for report cards,</i> • <i>Various meetings to review assessments, curriculum information, and student progress in a way that parents can understand, including the parent assessment meeting, parent workshops, parent/teacher conferences, and Title I interventionist/learning coach sessions to explain information</i> • <i>Other methods as requested by parents to support them in understanding information about the school or their child’s progress</i>
<p>Ensure that any parent/guardian comments related to an unsatisfactory school plan are submitted to the District with the annual submission of the plan. ©(5)</p>	<p><i>All schools will include unsatisfactory comments in the annual submission of their plan, which will then be reviewed by the district.</i></p>
<p>Provide ongoing professional development for staff in how to work with parents/guardians as partners; (e)(3)</p>	<ul style="list-style-type: none"> • <i>The district will monitor annually the completion of PD for staff to support parent involvement.</i> • <i>Buildings will provide PD for staff that focuses on parent involvement through either a staff meeting or a PD session each year.</i>
<p>Coordinate with other programs as appropriate to better support parents/guardians in more fully participating in the education of their children; (e)(4)</p>	<p><i>Buildings will coordinate with other programs including the following:</i></p> <ul style="list-style-type: none"> • <i>Transition to Kindergarten: Kindergarten activity to educate preschool parents and activities to educate daycares and community stakeholders on Kindergarten expectations</i> • <i>GSRP – Great Start Readiness Program: Preschool program located in our school district that prepares students for Kindergarten expectations</i> • <i>Parent Volunteers</i> • <i>PTC school activities for families</i> • <i>Head Start communication</i> • <i>Collaboration with CMH, truancy officer, local library, and KINDS to support families</i>
<p>Provide other reasonable support for parental/family activities as parents/guardians may request; (e)(14)</p>	<p><i>Requests can be made to the building principals for additional supports. In addition, the district staff will offer additional assistance as requested.</i></p>
<p>Develop jointly with parents/guardians a school parent compact which outlines the responsibilities of the school staff, the parents/guardians, and the student for academic improvement, including; (d)(1)</p> <p style="padding-left: 40px;">the school’s responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment;(c)(4)(B)</p> <p style="padding-left: 40px;">parent’s/guardians responsibility for such things as</p>	<p><i>Building compacts will be annually developed and reviewed for the legislative requirements listed in the following way:</i></p> <ul style="list-style-type: none"> • <i>The Parent/Teacher/Student compact is developed by the parent group and reviewed annually. Revisions are made based on the second trimester Parent Perception Survey results and additional suggestions provided by parents.</i> • <i>The compact is reviewed and given to all parents at the Fall Parent Teacher Conference. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school connection and allows all stakeholders to have a voice.</i> • <i>The compact will be reviewed annually by the district to ensure it meets the</i>

<p>monitoring attendance, homework, extracurricular activities; volunteering in the classroom;</p> <p>the importance of parent/guardian and teacher communication on an on-going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; (d)(2)(A)</p>	<p><i>legislative requirements.</i></p>
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In addition to the building parent involvement policy, the District provides further support to Title I buildings and parents/guardians of students participating in Title Programs through the following:

<p>Monitors the implementation of the parent involvement policy each trimester within each school, including the implementation of all policy requirements outlined in Section 1118 (b) – (h) of No Child Left Behind Act 2001. Evidence will be gathered by buildings and reviewed by the District. Sec. 1118 (a)(2)(A-E), (b)(2), (c)(1-4), (d)(1-2)(A-C), (e)(1-5, 14)</p>
<p>Provide coordination, technical assistance and other support necessary to assist Title I schools in developing effective family participation activities to improve academic achievement and school performance, including providing content information and coordination support for literacy and math family events held at Title I buildings throughout the school year; (a)(2)(B-C)</p>
<p>Provides resources and presentation materials to building staff to support them in sharing standard and assessment information with parents in a language they can understand. This will include ways for parents to support their student in meeting grade level benchmarks. (e)(1), (f)</p>
<p>Provide coordination of preschool transition parent/student sessions each spring to assist Title I schools in working with families to prepare students for the transition to elementary school; (a)(2)(D), (e)(4)</p>
<p>Provides support for schools to use effective communication strategies and to ensure all information related to school and family activities is in a language parents/guardians can understand by coordinating services and reviewing communications for families as needed; (a)(2)(C), (e)(5), (f)</p>
<p>Provides resources and professional development opportunities to support schools in building capacity for strong parent involvement. (a)(2)(C)</p>
<p>Provides an annual evaluation of the effectiveness of the parent involvement policy in improving academic quality of the schools, revising the policy if necessary to support greater parent involvement after receiving parent input from the District Parent Advisory Council. (a)(2), (A,E)</p>
<p>Coordinate and integrates parental involvement strategies with other programs, as appropriate throughout the school year, including collaborative parent sessions focusing on curriculum with local agencies (ex: Family Literacy, Community Mental Health); (a)(2)(D)</p>
<p>Conducts other activities, as appropriate to the plan and State or Federal requirements. (e)(14)</p>
<p>Provides other reasonable support for parental involvement activities as parents may request. (e) (14)</p>

