

POLICY

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GREENBURGH-NORTH CASTLE UNION FREE SCHOOL DISTRICT

SUBJECT: TITLE I PARENT INVOLVEMENT POLICY 2010-2011

The Greenburgh-North Castle UFSD School District (GNC) shall abide and support all regulations pertaining to Title I. This Parent Involvement Policy is available to all parents on the GNC website, is kept in the principal's office and available to all upon request via hard copy or electronic copy.

Greenburgh-North Castle will conduct annual Orientation/Title I meetings which will be held at the beginning of the school year for all parents. Parents are invited and encouraged to attend. The purpose of the meeting will be to:

- ❖ Inform parents about the guidelines, purposes, goals and expectations of the Title I program
- ❖ Inform parents of their important role in their child's success
- ❖ Inform parents of District school and policies and procedures

Meetings, including parent-teacher conferences, are scheduled at various times of each day, such as morning, afternoon and evening sessions. District faculty will foster a parent-friendly environment and provide parents with strategies to use at home that support academic achievement. Translators will be provided when needed.

GNC will survey parents regarding this policy, at least annually, to evaluate the effectiveness of the parent involvement program. As part of this evaluation, Parent-Teacher Association (PTA), consisting of parents, community members, school administration and staff shall meet to review and/or revise the Parent Involvement Policy. A printed agenda shall be presented and each committee member shall acknowledge his/her presence by signing an attendance log. All suggestions for improvement and barriers to parent involvement shall be noted.

The District shall communicate regularly with parents through a variety of methods, including but not limited to: parent meetings, parent-teacher conferences, parent workshops, newsletters, CSE meetings, District website, information sent home via students, emails,

flyers posted in the school, and recommended websites that provide ideas for working with children at home. Translations will be provided to the extent needed. Communications will also be established through radio announcements and may also include announcements made to students and information included in the school handbook.

The GNC curriculum will be shared through the District's website (<http://www.greenburghnorthcastleschools.com/>) and is available to every parent and family member as requested. The website provides the 7-12 curriculum in language arts, mathematics, science, social studies, fine arts, health and physical education. Curriculum maps will also be posted on the school website by June 2011. Parents will be encouraged to contact the school directly for any questions or concerns about their child's path to graduation.

Assessments used to measure student's progress and the proficiency levels the students are expected to meet will be explained to parents at the beginning of the school year and reviewed during all parent-teacher conferences and CSE meetings. Information that will be shared will include the following:

- ❖ How teachers use classroom performances, portfolios, standardized (DORA, DOMA and AIMWEB), and teacher constructed tests self-assessment and professional judgment in determining student progress toward meeting local, State student performance standards and IEP goals and objectives.
- ❖ The process for identifying students who may be at risk for reading failure or who are having difficulty with math will be ascertained by using diagnostic and classroom-based instructional assessments. These assessments will identify students' specific areas of strengths and weaknesses in phonemic awareness, decoding, fluency, vocabulary, comprehension, computation and problem-solving.
- ❖ Explanations of end of course testing will be provided to all parents. Parents are made aware that these tests assess a students' knowledge of the course material, according to the District curriculum that reflect New York State Standards, presented to them over the year-long class.
- ❖ Explanations of the Regents Exams and RCT Exams will be explained to those students who will be taking the tests. Parents are made aware that these tests assess a student knowledge of all material presented to them in junior high school and high school program, according to the District curriculum which reflects NYS Standards. Further, they will be notified that the GNC test scores in Mathematics and English/Language Arts are used in the Adequate Yearly Progress (AYP) determination for GNC.

The parent meetings that are held throughout the year will provide parents the opportunity to provide suggestions and to participate in discussions relating to the

education of their children. Additional opportunities for parents to be involved at the school shall include volunteering in the school and/or classroom and attend meetings regarding their child's progress.

The school will handle responses to parent questions, concerns and suggestions in a timely manner through telephone calls, emails and conferences. Translators will be provided as needed.

All data, comments and/or suggestions, including unsatisfactory comments, regarding the Title I and parent involvement policy shall be collected and sent to the principal and will be considered in the revision of the Policy and plan for the school. In addition, an end-of-the-year parent survey will be conducted to determine needed improvements and will be submitted to the principal. The school will consider all suggestions.

Parents will be encouraged to become a vital partner in their children's education. Parents will be encouraged to support their child's learning such as monitoring attendance and homework completion and volunteering in their child's school. The importance of communication between teachers and parents on an ongoing basis will be reinforced through parent-teacher conferences, CSE meetings and participation in school activities.

GNC will provide assistance in understanding the New York State Standards and student performance standards on State and local assessments. The assessments are used to measure student progress and proficiency levels the students are expected to meet. GNC is committed to high achievement and to provide every student an opportunity for a quality education. The staff will strive to improve student achievement through identifying needs, setting short term attainable goals and providing immediate feedback with appropriate interventions to achieve the standards based on student IEPs and NYS standards. Student progress will be monitored and shared with parent parents through parent conferences, CSE meetings, quarterly IEP progress reports and phone calls/emails.

Parents receive a copy of their child's assessment results whenever a State level assessment is administered. Every effort will be made to provide parents with conference time in which to share the results and answer questions, if such a conference is requested. The annual CSE meeting will also be an opportunity to address student's progress and achievement. Students may also be included in these conferences. In addition, students may be asked to discuss test results with the principal or other administrator.

Training opportunities will be offered by classroom teachers, school counselors, related service providers and reading specialists for parents to learn about the importance of student attendance, homework assistance, school communication, content support, child development, literacy and technology.

Open communication between District staff and parents related to school and parent programs, meetings and other activities will be addressed through parent-teacher conferences, student handbooks, District website, newsletters, notices, Title I literature, IEPs, progress reports, phone calls, school website and email. Parents are also encouraged to participate in the Parent-Teacher Association in addition to special events. Communication will be provided in a language that parents can understand.

GNC shall ensure that information related to school reports, parent programs, meetings and other activities is sent home to encourage the participation of all parents including parents with limited English proficiency, parents with disabilities, families that are homeless, in a language such parents can understand.

Parents ask about

Title I

What is Title I?

Title I (pronounced “Title One”) is the largest federal aid program for elementary, middle, and high schools. Through Title I, the Federal government gives money to school districts around the country based on the number of low-income families in each district. Each district uses its Title I money for *extra educational services* for children who are behind in school.

You may know Title I by its old name, Chapter 1. But the new Title I is different. It is based on three important ideas:

1. All students should work toward the same high standards.

Title I’s job is to provide help to students who need it to make sure they reach the same *standards* as everyone else in their school or district. Standards describe what students should know and be able to do at each grade level. Schools cannot have different standards for Title I students compared to other students.

2. Local districts, schools, and parents know best what their students need to succeed. Title I allows them to decide how to use Title I money to help students who are behind.

3. Parents are partners in helping all students achieve. Parents have the *right* to be involved in the design and operation of their school’s Title I program. At the same time, parents have a *responsibility* to help their children succeed in school.

How can Title I money be used?

Districts, schools, and parents have a lot of choice in how they set up their Title I program, as long as it helps low-achieving students meet the same standards that have been set for all other students. For example, Title I money can be used to:

- provide after-school, weekend or summer school programs;
- train teachers and other staff;
- buy equipment and learning materials;
- support parent involvement activities;
- hire special teachers, tutors or aides (usually in reading, language arts or math).

Which students can get Title I help?

Title I programs are for the children who need help the most — those who are furthest behind in school. Each school community decides which students are most in need of Title I services.

Schools where more than half of all students are low-income can operate a school-wide Title I project.* This means all students in that school can receive Title I services.

How can Title I help me as a parent?

Title I money can be used for many types of parent involvement activities. It can be spent on:

- Family literacy activities;
- Parent meetings and training activities;
- Transportation and child care so that parents can come to school activities or volunteer in the classroom;
- Materials that parents can use to work with their children at home;
- Parent resource centers.

How can I find out what my Title I program offers parents?

All Title I programs must have in place a plan for how it will involve parents. This plan, called a *parent involvement policy*, explains how the school and district support the important role of parents in education. The parent involvement policy must include a *compact*, which is a written statement of what schools and parents are each supposed to do to help students achieve.

If my child is in Title I, how can I help?

Parents can help their children be more successful by *teaching* them in ways that add to what the teacher is doing . . . by *learning* more about their school . . . by *supporting* their children and the school . . . and by *making decisions* about their children's education.

Here are some ways you can do all that:

- Find out what your child is supposed to learn to meet the standards for his or her grade level;
- Find out what your child is being taught;
- Find out how the Title I program is helping your child meet the standards;
- Keep in close touch with your child's teacher;
- Make sure your child does his or her homework;
- Attend parent-teacher conferences;
- Talk with your child about school;
- Become a school volunteer;
- Join your local parent-teacher organization.

How can I help my school's Title I program?

There are many ways you can become involved:

- You can help plan or review your school's Title I program.
- You can help develop your school's plans for how parents and schools can work together (its parent involvement policy and its compact).
- You can work on the committee that reviews your state's Title I policies.

How will I know if the Title I program at my child's school is working?

Schools need to show that their Title I programs are working. This means that their Title I students are learning the same things and gaining the same skills as all the other students. It also means that Title I students are making good progress each year to reach the standards set by the school for all students. Parents can get this information from the *school profile* which is like a report card on the school. If Title I programs are not working, states and districts are required by law to improve them.

What else do I need to know?

Because every school designs its own Title I program, every program will be different. Here are some questions you might want to ask to find out how Title I works in your school:

Ask about putting a Title I program together

What Title I money is available to our state for improving schools?

Does the school have a Title I program in place? If not, when will the program be available?

Who's in charge of developing the program for our school?

What is the process for creating the program?

How are parents involved in that process?

What part can I play in creating the program?

How can I help the program once it is started?

Ask about Title I and your school

What Title I program does the school have?
Are students pulled out of class for Title I instruction, or are they taught in the regular classroom?
Who provides Title I services, the regular classroom teacher or another teacher?
How are children chosen for Title I?
How is progress measured for children in Title I? Will progress be measured the same as for all other children in the school, as Title I requires?
How is the school involving Title I parents?
How can I get a copy of the school performance profile to see how Title I children, and all children, are doing in the school?

Ask about Title I and your child

Why was my child chosen for Title I?
How will the school's Title I program help my child?
Are you expecting my child to know what all children in school are expected to know, as Title I requires?
How will I be told how my child is doing?
Will I meet with my child's regular classroom teacher to find out how my child is doing in the Title I program?
Are there other special programs I should learn about for my child?
What if my child needs help after Title I services have ended?

Who can answer these questions?

Your child's teacher can answer many of them. Or you can ask:

- The school principal
- The Title I director in the school
- The superintendent of schools
- Members of the school board
- Members of the parent-teacher organization
- The parent coordinator
- Staff members at the parent resource center
- Other parents

National sources of help about Title I:

To get a copy of Improving America's Schools Act of 1994, contact the U.S. Senate Document Room, Telephone: (202) 224-7701; Fax: (202) 228-2815.

National Coalition of Title I Parents

Edmonds School Building
9th & D Streets, N.E.
Washington, DC 20002
Telephone: (202) 547-9286

The National PTA

Office of Governmental Relations
2000 L Street, N.W.

Washington, DC 20036

Telephone: **(202) 331-1380** FAX: **(202) 331-1406**

Center for Law and Education

National Title I and School Reform Advocacy Project

Center for Law and Education

1875 Connecticut Ave., N.W., Suite 510

Washington, DC 20009

Telephone: **(202) 986-3000** FAX: **(202) 986-6648**