

Duchesne County School District - Policy Proposal

4.0611 Title One

Existing Policy	Proposed Policy
<p>4.0611 SPECIAL PROGRAMS: TITLE ONE 4.0611.01 STATEMENT OF PHILOSOPHY Issue Date: 9/12/96 Duchesne County School District is committed to the goal of providing quality education for every student in the district. To this end, the District commits to ensure equivalence among the school in staffing, curriculum materials and instructional supplies. Implementation of Public Law 103-382, (Improving America's Schools Act); will be ensured by the District's Title One program.</p> <p>4.0611.02 PARENT / GUARDIAN INVOLVEMENT Issue Date: 9/12/96 Updated: <del>12/10/09</del> Parents/guardians of the students in Title I have the opportunity to participate in the design and implementation of the program.</p> <ol style="list-style-type: none"><li>1. Each school participating in the Title I Program will conduct a general orientation meeting for parents/guardians of Title I students. The purpose of the meeting is to discuss with parents the programs and activities carried out with Title I funds, to inform them of their right to consult in the design and implementation of the program, and to help them become familiar with the purpose of the Parent Advisory Council.</li><li>2. Parents/guardians will be notified in a timely manner when their child is selected for participation in Title I. The criteria for student participation in Title I will be explained.</li><li>3. Volunteer participation in program activities will be arranged as needed.</li><li>4. Parents will be encouraged to be actively involved in their children's education by attending individual parent conferences that are scheduled at least two times each year.</li><li>5. Reports of student progress will be made available to parents formally at least three times per year through a report card and/or conference, and more frequently on an informal basis through varied methods including such things as graded papers, projects, and tests, notes or calls home, and/or updated individual student on-line reports. Parents are encouraged to contact teachers regarding their student's progress and to schedule appointments at times</li></ol>	<p>4.0611 SPECIAL PROGRAMS: TITLE ONE 4.0611.01 STATEMENT OF PHILOSOPHY Issue Date: 9/12/96 Duchesne County School District is committed to the goal of providing quality education for every student in the district. To this end, the District commits to ensure equivalence among the school in staffing, curriculum materials and instructional supplies. Implementation of Public Law 103-382, (Improving America's Schools Act); will be ensured by the District's Title One program.</p> <p>4.0611.02 PARENT / GUARDIAN INVOLVEMENT Issue Date: 9/12/96 Updated: 11/07/24 Parents/guardians of the students in Title I have the opportunity to participate in the design and implementation of the program.</p> <ol style="list-style-type: none"><li>1. Each school participating in the Title I Program will conduct a general orientation meeting for parents/guardians of Title I students. The purpose of the meeting is to discuss with parents the programs and activities carried out with Title I funds, to inform them of their right to consult in the design and implementation of the program, and to help them become familiar with the purpose of the Parent Advisory Council.</li><li>2. Parents/guardians will be notified in a timely manner when their child is selected for participation in Title I. The criteria for student participation in Title I will be explained.</li><li>3. Volunteer participation in program activities will be arranged as needed.</li><li>4. Parents will be encouraged to be actively involved in their children's education by attending individual parent conferences that are scheduled at least two times each year.</li><li>5. Reports of student progress will be made available to parents formally at least three times per year through a report card and/or conference, and more frequently on an informal basis through varied methods including such things as graded papers, projects, and tests, notes or calls home, and/or updated individual student on-line reports. Parents are encouraged to contact teachers regarding their student's progress and to schedule appointments at times</li></ol>

other than conferences. If needed, a translator may be provided.

6. Schools shall be expected to keep parents informed about school events, schedules, rules and other important activities. Information shall be provided to parents on a regular basis using varied formats such as newsletters, memos, telephone calls, emails, or on-line calendars and Announcements.

7. Teachers will be expected to inform parents about curriculum, classroom requirements, and expectations. Each teacher will distribute to parents and students disclosure documents at the beginning of each school year. Disclosure documents will include basic requirements for the class, standards and skills to be learned, instructional material to be used, grading practices, special rules or conditions to be met, and other appropriate information. Information, to the extent that is practical should be in a language and format that can be understood by the parents.

8. All schools will be encouraged (Title I schools are required) to involve parents in the development of a Parent Compact ~~(or~~  
~~Parent/Administrator/Student/Teacher Agreement)~~ which outlines the responsibilities of each entity in the educational process of the school. Students benefit when all parties with whom they are involved work collaboratively for their success. In accordance with this policy, Parent Compacts shall be reviewed, updated, and approved annually by the School Community Council, and such review will be noted in minutes of the meeting.

9. Title I schools, under federal law, have additional specific responsibilities, which relate to parent communication and involvement. These include the following:

a. Incorporation of all school level parent involvement policy requirements as outlined in

~~Sec. 1118 of the No Child Left Behind Act:~~

b. Providing assistance to parents to help them understand such topics as the state's academic content and academic achievement standards;

c. Communicating information to parents about the school and their school's progress in a timely fashion and a manner that parents can understand.

d. Coordinating parent involvement activities with other programs in which their student may be involved, such as Head Start ~~and Reading First.~~

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9. Title I schools, under federal law, have additional specific responsibilities, which relate to parent communication and involvement. These include the following:

a. Incorporation of all school level parent involvement policy requirements as outlined in **Federal Law.**

b. Providing assistance to parents to help them understand such topics as the state's academic content and academic achievement standards;

c. Communicating information to parents about the school and their school's progress in a timely fashion and a manner that parents can understand.

d. Coordinating parent involvement activities with other programs in which their student may be involved, such as Head Start.

e. Informing parents about their right to know the qualifications of the teachers and

e. Informing parents about their right to know the qualifications of the teachers and paraprofessionals working with their student;  
f. Informing parents when their child is taught by a teacher who does not meet the highly qualified requirement under federal **NCLB** law; and,  
g. Informing parents when their child is selected to participate in an English language program and of their right to determine if they want their child to participate.

paraprofessionals working with their student;  
f. Informing parents when their child is taught by a teacher who does not meet the highly qualified requirement under federal law; and,  
g. Informing parents when their child is selected to participate in an English language program and of their right to determine if they want their child to participate.

#### 4.0611.03 TITLE ONE MAINTENANCE OF EFFORT

Issue Date: 11/07/24

DCSD complies with the maintenance of effort (MOE) requirement for Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). The MOE requirement is intended to prevent the supplanting of state and local funds with federal funds.

The MOE requirement for Title I, Part A is that DCSD must spend at least 90 percent of the state and local funds per pupil or in the aggregate that it spent in the preceding fiscal year. If DCSD fails to meet this requirement, the Utah State Board of Education (USBE) will reduce the amount of Title I, Part A funds allocated to the LEA in the succeeding fiscal year by the percentage by which the LEA failed to maintain its effort.

#### Procedures

- DCSD will use the same source of state and local expenditure data that it reports to the USBE to calculate its MOE for Title I, Part A.
- DCSD will use the same student membership data that it reports to the USBE to calculate its per pupil expenditures for state and local funds.
- DCSD will compare its state and local expenditures per pupil and in the aggregate for the current fiscal year with those for the preceding fiscal year to determine if it meets the 90 percent MOE requirement for Title I, Part A.

· DCSD will provide documentation of its MOE calculation to the USBE when scheduled for a Title I monitoring visit.

· DCSD will maintain records of its state and local expenditures and student membership data for each fiscal year and make them available to the USBE upon request.

· If DCSD fails to meet the 90 percent MOE requirement for Title I, Part A, the LEA will work with the USBE to identify the reasons for the failure and develop a plan to restore its effort in the succeeding fiscal year.

· If DCSD experiences a significant decline in state and local revenues or a significant increase in student enrollment, the LEA may request a waiver of the MOE requirement from the USBE. The USBE will review the request and grant or deny the waiver in accordance with the ESEA and its regulations.

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