

Memorandum

To: Board Of Education
CC: Dr. Michael E. Robey
From: Valarie M. Watkins
Date: 4/19/2013
Re: Board Policy 6:170

I recommend that we adopt Policy 6:170. Only changes to Policy are in updating of footnotes to include a discussion of NCLB flexibility.

Instruction

Title I Programs

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

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Title I Parental Involvement

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

District-Level Parental Involvement Compact

The Superintendent or designee shall develop a District-Level Parental Involvement Compact according to Title I requirements. The District-Level Parental Involvement Compact shall contain: (1) the District's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level Parental Involvement Compact

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

Title I Philosophy

1. We believe that all children can succeed in reading. A sense of success comes through building confidence as a reader, providing the opportunity for moving forward, providing materials at an appropriate level, yet challenging students to move beyond. High expectations must be held not only by the teacher, but must also be felt by the students.
2. We believe that Title I instruction is not remedial. It is instruction that builds on the strengths students already possess and accelerates their learning.
3. We believe that early emphasis must be placed on reading instruction. We believe that instruction for Title I students is most effective when begun at an early stage. This fosters the Title I students' perceptions of themselves as readers from an early age and helps to prevent students from experiencing years of perceived reading failure.

4. We believe that Title I must include various types of reading instruction. Students should not only receive instruction in basic skills and literal comprehension, but also in higher order thinking and reading strategies.
Students must be instructed using a variety of teaching arrangements including small group, pairs and individual instruction. Strategies should include direct instruction and modeling by the teacher and guided and independent reading and practice by the students. The students should respond to reading both in oral and in written form.
5. We believe that children must perceive Title I instruction as part of the whole reading program. To accomplish this, coordination of reading instruction must take place between the Title I teacher and the classroom teachers. This can be accomplished through in-class instruction and frequent written and oral communication. Communication with RLD/RBD, speech and ESL teachers is also vitally important concerning Title I students receiving these services.
6. We believe students must receive frequent feedback concerning their progress in the Title I program. Students need to know not only areas in which they have been successful but also areas in which to work for improvement.
We believe it is important that the time students spend in Title I must be productive, engaged time.
7. We believe that Title I and the regular classroom should provide a positive classroom environment. Title I students merit recognition in both the Title I and regular classrooms. When students feel positive about their academic achievement, there is a resultant growth in self-esteem.
8. We believe that it is vital to have parent involved in their children's Title I program. We encourage parents to read to their children, listen to their children read, and read along with their children at home on a daily basis. We encourage parents to visit and observe in the Title I rooms. We provide opportunities for parents to learn about reading instruction and ways to assist their children at home.
9. We believe the District Title I program must be guided by goals and objectives for the purpose of maintaining coordination throughout the District and for the purpose of evaluating the success of the program. The program should be constantly moving toward self-improvement, not just when it is mandated by the State.
10. We believe that it is important to build and coordinate Title I staff development. It is important that teachers attend graduate classes, workshops, and conferences and that they learn by communicating with and observing one another.

Incorporated
by Reference

6:170-E1 (District-Level Parental Involvement Compact) and 6:170-E2 (School-Level Parental Involvement Compact)

LEGAL REF.:

Title I of the Elementary and Secondary Education Act, 20 U.S.C. § 6301-6514.

CROSS REF.:

2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 5:190 (Certification), 5:280 (Duties and Qualifications), 6:15 (School Accountability), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:160 (Limited English Proficient Students), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations; Immunizations, and Exclusion of Students), 8:95 (Parental Involvement)

ADOPTED:

February 10, 2005

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Maywood-Melrose Park-Broadview School District 89

6:170

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Comment [AKL1]: After its 5-year review, no changes were made to the policy. The coding for the incorporated by reference materials was changed.

Issue 81, March 2013