

The Public Schools of Brookline
Title I
Parent/Guardian Involvement Policy
2019-20

The Public Schools of Brookline has developed this parent involvement policy to describe how the district and the Title I targeted assistance schools partner with parents/guardians in communicating about and improving Title I services. Teachers, administrators and parents/guardians of participating students were involved in developing this document. It is reviewed annually.

Overall Communication

The Public Schools of Brookline provides information to parents/guardians about the district and each school's performance:

- Districts receiving Title I funds must annually prepare and distribute district and school report cards to the parents/guardians of all children enrolled in district schools. These report cards contain information about teacher quality, assessment, and accountability for the district and its schools. These report cards are distributed annually to parents by the Office of Accountability and Data.
- The district sends a letter home each fall with information about the district and schools accountability and assistance levels. This information can also be found for every school in Massachusetts on the website for the Department of Elementary and Secondary Education at <http://profiles.doe.mass.edu/>.
- Parents are informed in this same letter that they have the right to know the professional qualifications of the classroom teachers who instruct their children. The law defines a highly qualified teacher as one who has obtained a Bachelor's degree or higher, has obtained full State certification, and who has demonstrated competency in the core academic subject areas that he/she teaches. If you want to learn more about the professional qualifications of your children's teachers, please send a written request to Lisa Richardson, Director of Human Resources, Public Schools of Brookline, 333 Washington Street, 5th Floor, Brookline, MA 02445 or send an email to lisa_richardson@brookline.k12.ma.us.

Parents of students receiving services that are funded through the Title I grant have frequent opportunities to receive and provide information:

- Parents will be contacted by the Title I Literacy specialist when their child receives services. Parents will also be notified when the child has progressed academically and is no longer seen by the Title I Literacy specialist.
- Parents and guardians are invited to contact their child's classroom teacher or the Title I Literacy Specialist at any time for information about their child's progress and needs. The Title I Literacy Specialist may also contact parents to discuss their child's progress.
- Each year, parents/Guardians will be invited to attend a fall informational meeting. Information about the Title I program will be provided. Materials will be sent home to parents/guardians who cannot attend the meeting.

Annual Meeting for Title I parents/guardians

Each fall, all parents/guardians of students receiving services through the Title I grant will be invited to an informational meeting.

- The Title I Director and the K-8 English Language Arts coordinator will provide an overview of the district's Title I services along a packet of information that contains program information, the Title I Parent/Guardian Involvement Policy and the Parent/Guardian-School compact. (This is that document.)
- Parents/guardians will have an opportunity to meet and consult with the Title I literacy specialists who work with their children, and will receive information and materials on how to support their children at home. Parents/Guardians who are not able to attend will receive the information packet through their child's teacher.
- Parents/Guardians will be asked to complete a parent involvement survey which will help inform development of the district and school's parent involvement activities. This will be emailed to parents in the fall of 2019.
- Parents/Guardians will also be asked if they are willing to be contacted during the year to provide feedback on the program, the parent involvement activities and the parent/guardian involvement policies.

School - Parent/Guardian School Compact

The School-Parent/Guardian Compact is a written agreement that outlines how parents, teachers, and students will share the responsibility for improved student academic achievement. (See attached)

- Parents/Guardians receive a copy of the Compact from the literacy specialist who is working with their child, along with notification of services beginning. Parent/guardian, teacher and student all sign the Compact.
- Each year, parents, teachers and administrators have the opportunity to review and improve the Compact. Parents are asked to give feedback on the Compact at the annual fall parent meeting and at the end of the year.

Parental Involvement

The Public Schools of Brookline encourage and value parent involvement and participation. Throughout the year, many events and activities are planned at each school to inform and include parents and help them become involved in their children's education. There are Back to School Nights and Superintendent's Open Forums at every school. Parent-Teacher conferences are held in the fall and spring, and parents are encouraged to contact their child's teachers at any time with questions and suggestions.

Each school has special parent/guardian involvement activities, some specific to the classroom (ex: Parent/Guardian breakfast), and some for the entire school (ex: Math Night). Some are co-sponsored by the PTO, and some are supported with funding from Title I. Parents are notified in advance and invited to help plan and participate.

In addition, parents have opportunities to be involved in school and district improvement activities through School Councils and PTOs, and are invited to provide feedback and suggestions at any time.

**TITLE I
HOME SCHOOL INVOLVEMENT COMPACT ***

TITLE I TEACHER:

I recognize the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities:

1. Provide additional instruction in necessary concepts for your child.
2. Match instructional strategies to your child's needs.
3. Assess your child's progress on an ongoing basis.
4. Regularly communicate with you and the classroom teacher on your child's progress.

Title I Teacher Signature: _____ Date: _____

STUDENT:

I know my education is important to me and it will help me be successful in life. I know my parents want to help me but I am the one who has to do the work. Therefore, I agree to do my best in the following:

1. Complete my class work on time.
2. Share my work with my parent/care giver.
3. Be responsible for my own behavior.
4. Pay attention and ask questions when I don't understand.

Student Signature: _____ Date: _____

PARENT/CAREGIVER:

I recognize that my participation in my child's education is important. Therefore, I agree to support my child's learning in the following ways:

1. Review assignments with him/her.
2. Provide a quiet place and regular time to study.
3. Ensure that my child is at school on time.
4. Read each day with my child.
5. Use everyday home activities to reinforce math and literacy skills.

Parent/Caregiver Signature: _____ Date: _____