

Montgomery ISD

**Title I Program
and
Parent Involvement
Policy
2016~2017**

MONTGOMERY ISD

TITLE I PARENT INVOLVEMENT POLICY

WHAT IS TITLE I?

Title I is a federally-funded program designed to provide a high-quality education that will enable all children to meet the state's student performance standard. Title I is a part of the "No Child Left Behind Act" passed by Congress in 2002. Title I programs can provide supplemental instruction in reading, math, science and social studies. These programs use effective methods and instructional strategies that are grounded in scientifically based research.

A school is selected as a Title I school on the basis of the number of students within its boundaries who are eligible for free or reduced-priced meals. Students are selected to participate based on academic need.

STATE OF PURPOSE

Montgomery ISD is dedicated to providing a quality education for every student in our District. To accomplish this objective, the District will develop and maintain partnerships with parents/caregivers, patrons and community members. A positive link between home and school will create the best learning condition for every child. These open communication lines will expand and enhance learning opportunities for everyone involved.

All students will be expected to work toward mastering the Texas Essential Knowledge and Skills (TEKS) for their grade level. Montgomery ISD recognizes the fact that some students will need extra assistance to achieve their full potential. The extra assistance is available through the Title I program and various other educational services offered through the District.

Montgomery ISD intends to include parents in all aspects of the Title I program. Students will be given every opportunity for success through the development and enhancement of the home/school partnership. Title I programs are being offered at **Stewart Creek Elementary (School-wide Program); Montgomery Elementary (School-wide Program) and Montgomery Intermediate (Targeted-Assistance program).**

PROGRAMS FOR ACADEMIC ACHIEVEMENT

Reading Skills Tutorials

- Intense small group instruction

Math Skills Tutorials

- Intense small group instruction

Reading Horizons

- Small group and computer-based
- Systemic Phonics Program
- K-3 (initial instruction) / K-12 (intervention)
- Builds reading skills from simple to complex
- Provides coding system to decode and read words
- Multisensory approach to reading

Imagine Learning (reading program)

- Computer-based instruction
- Intense multi-sensory vocabulary

Reading Readiness

- K-1 Phonemic awareness
- Beginning alphabetic principles

Compass Learning

- K-5 Computer-based math instruction
- 6-12 Computer based reading instruction, credit recovery

PARENT INVOLVEMENT IN POLICY DEVELOPMENT

Parents, members of the community and school staff meet to discuss the design and implementation of the Title I Parent Involvement Policy. The Montgomery ISD District Advisory Committee reviews and updates the design and implementation of the Montgomery ISD Parent Involvement Policy annually. Surveys will be sent home to all Title I parents. Participation includes a diverse parent population.

ANNUAL MEETING FOR TITLE I PARENTS/CAREGIVERS

Montgomery ISD will hold at least one meeting annually to review Title I policy and services offered through the District. Copies of the District's current Parent Involvement Policy will be distributed at the meeting. Parents are encouraged to become involved in the revising and updating of the Policy as necessary, and parent volunteers will be recruited for the various District committee appointments.

The meeting will be held on May 11 at Montgomery Intermediate School Annex (The Learning Center), 5:00-6:00 p.m. Notice of the meeting will be provided through written invitations to parents/caregivers and through public notices. Translators will be available

to help with Non-English speaking parents/caregivers.

PARENT, STUDENT AND SCHOOL COMPACTS

In accordance with Title I regulations, the Parent, Student and School Compacts will be updated annually. This compact will provide an outline to enable the school and parents/caregivers to share responsibility for student performance and success. This compact explains how students, parents/caregivers and staff will share responsibility for promoting student achievement.

The compacts are designed so that both the student and his/her parents/caregivers sign this compact. Students and parents are encouraged to discuss the contents of the compact. They are also encouraged to sign the compact declaring their agreement with the compact and return the signed compact to school.

PARENTAL INVOLVEMENT OPPORTUNITIES

Montgomery ISD provides numerous opportunities for parental involvement as it strives to develop and maintain an optimum learning environment for all students:

- Spanish translators will be provided for parents when needed.
- Information will be provided in Spanish when needed.
- Parents may contribute through volunteer programs.
- Parents may contribute by creating a supportive home environment.
- Parents are invited to participate in parent-teacher conferences, which are held at least annually.
- Parents are invited to help plan and conduct parties and field trips.
- Parents may participate by attending school meetings and student programs.
- Parents are surveyed to get input about the Title I program.
- Parents are invited to eat lunch with their children.
- Parents are encouraged to become involved with PTA or PTO.
- Annual Parent Meeting: May (Invitations will be sent home.)

STAFF AND PARENT COMMUNICATION

Parents/caregivers will be informed of school activities through various avenues of communication throughout the school year. Parents/caregivers will be consulted in the design, development and implementation of the Title I program.

Newsletters, teacher notes, the school marquee, conferences, personal contacts, phone calls and written notices will be used to establish and maintain open lines of communication with parents/caregivers. Montgomery ISD staff members will be trained in positive communication activities, as well as, effective ways to work with parents, students and members of the community. Montgomery ISD staff will maintain a record of parent contacts throughout the school year.

TITLE I COMMUNICATION

- Welcome letter
- Parent, Student and School Compacts
- Progress reports sent home each six weeks
- Fall parent conferences: September -October
- Spring parent conferences: May

EVALUATION

Parents' surveys, including questions about the effectiveness of the program, will be distributed and the results tabulated. Teacher surveys and teacher contact records will be used to determine the number and kind of interaction between school and parents. The District Advisory Committee will revise the District Parent Involvement Policy based on the results of this annual review. Campus Advisory Committees (CAC) will meet throughout the school year to evaluate and update the progress of their Title I programs.

Please email or call the Director of Special Programs with questions or input concerning our Title I programs: Carolyn Fiaschetti

carolyn.fiaschetti@misd.org

(936) 276-2150

PARENT NOTIFICATION OF TEACHER QUALIFICATIONS

Montgomery ISD has three Title I campuses. The campuses are Montgomery Elementary, Stewart Creek Elementary and Montgomery Intermediate. Parents of students attending one of the Title I schools have the right to know the professional qualifications of the classroom teachers who instruct their children. MISD and the "No Child Left Behind (NCLB) Act" recognize that all children can achieve the same high standards and must be provided the education they need to reach those standards. NCLB gives parents new opportunities to make sure their child receives the very best education possible.

“No Child Left Behind Act” also requires the school district to provide you with the following information in a timely manner if you request it. You have the right to request the following information about each of your child’s classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subject he/she teachers
- Whether the teacher is teaching under emergency or provisional status because of special circumstances
- The teacher’s college major, whether the teacher has any advanced degrees, and the field of discipline, certification or degree
- Whether paraprofessionals provide services to your child, and if so, their qualifications

If you would like to receive any of this information, please contact Beverly Harrod at 936-276-2103.

It is the policy of Montgomery ISD to not discriminate on the basis of race, religion, color, national origin, gender, age or disability in providing educational services, activities and programs, including vocational programs, and in its employment practices, in accordance with Title VI of the Civil Rights Act of 1964 as amended/ Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended/ the Age Discrimination Act of 1975, as amended/ and Title II of the Americans with Disabilities Act. Montgomery ISD will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Title IX Coordinator, Dr; Carolyn Fiaschetti at 700 Dr. Martin Luther King., Montgomery, TX 77356, 936-276-2150, and/or the Section 504 Coordinator, Kim Howze at 700 Dr. Martin Luther King Jr. Drive, Montgomery, TX 77356, 936-276-2460.

FORMS

PARENT, STUDENT and SCHOOL COMPACT

Montgomery Independent School District and its staff members, the students enrolled in Title I Programs and their parents, in an effort to improve student achievement and foster parental involvement, agree to the following:

THE STUDENT: I, _____, agree to:

- Be prepared for class each school day unless ill,
- Be cooperative and conduct myself in a courteous manner,
- Exhibit a positive attitude about learning and school,
- Complete all classwork assigned,
- Use all hardware and software in a responsible way, and
- Make a genuine attempt to master the skills taught.

THE PARENT: I, _____, agree to:

- Ensure my child attends school on a daily basis unless ill,
- Encourage my child and prepare him/her to be receptive of learning and discipline,
- Ensure my child participates in the appropriate school programs (attend extra help sessions, remedial classes, etc.) when the need arises,
- Become familiar with the school, its programs and curricula,
- Attend parent-teacher conferences, parent workshops and other school functions in order to keep abreast of my child's academic progress,
- Review my child's test scores and records when needed, and
- Communicate the learning needs of my child to school personnel.

WE, THE SCHOOL AND ITS STAFF MEMBERS, agree to:

- Maintain an effective school climate and orderly classroom environment,
- Encourage parental participation,
- Provide high quality curriculum and instruction in a supportive environment,
- Assist students to enable them to meet local district standards for student performance,
- Keep informed of the best methods, programs and established curricula, Keep parents informed in a clear, orderly manner, of the learning progress of their child,
- Conduct at least one parent conference,
- Discuss the student's learning progress and needs with the student and with the parent,
- Offer a number of opportunities for parental involvement including flexible conference times, and
- Offer a Title I Parent Orientation at the beginning of the school year.

This compact is for the 20____ - 20____ school year.

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

MISD Staff Member:

Printed Name	Signature	Date
--------------	-----------	------

Title I Program Parent Survey

2016-2017

To better serve the students of our school, we would like your opinion about your child's experience in the Title I program. Your time, comments and suggestions are greatly appreciated!

1. My Child attends _____ School.

2. My child is in _____ grade during the current school year.

3. My child receives Title I supplemental instruction in:

_____ Reading

_____ Mathematics

_____ Both Reading and Mathematics

4. The Title I program helped improve your child's skills in:

Reading _____ Yes _____ No Mathematics _____ Yes _____ No

5. What does your child like about the Title I program?

_____ Getting more help with Reading and/or Mathematics

_____ Learning more easily because there are fewer students in the class

_____ Participating in a variety of activities

_____ Having time away from the regular classroom

_____ Other (Explain) _____

6. What does your child dislike about the Title I program? (Check all that apply.)

_____ Having to do additional work

_____ Missing regular classroom work

_____ Leaving the regular classroom

_____ Other (Explain) _____

7. In your opinion, what is the best feature of the Title I program?

Extra support for improving Reading, Mathematics or both

Single subject (Reading or Mathematics) focus

Small group instruction

8. How did the Title I teacher keep you informed of your child's progress in the Title I program? (Check all that apply.)

In-person conference(s)

Telephone conversation(s)

Progress Report(s)

Parent-teacher meeting(s) at school

Other written communication (notes, letters, email)

I was not informed.

Comments _____

9. Which of these strategies would you use to help your child practice Reading, Mathematics or both at home? (Check all that apply.)

Take home books from school

Take home activities to do on a computer

Attend parent involvement meetings or workshops at school

Volunteer in the Title I program to observe the Title I teacher's methods

10. When would you most likely be able to attend a parent-teacher meeting at school? (The times below are approximate and would coincide with the school schedule.)

At the beginning of the school day

Around lunchtime

During the teacher conference period

In the afternoon at the end of the school day

Please return this survey to your child's classroom teacher as soon as possible, but no later than

April 28, 2017. Thank you for helping us to improve the next year's Title I program.