

## **Marsh School**

A Primary School serving Preschool and Kindergarten Students  
Title I Parent Involvement Policy

### **SCHOOL-PARENT COMPACT**

*Marsh School (a school-wide Title I school in which all students participate in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act) and parents agree that this compact outlines how the improved academic achievement of each student is a responsibility shared by the entire school community, including the school district personnel, Marsh School staff members, community members, and parents (as defined for purposes of this policy to include guardians and all members of a student's family involved in the student's education). The compact will describe the procedures and practices by which the school and parents will build and develop a partnership that will help children achieve Colorado's high standards.*

#### **School Responsibilities**

**Marsh School will:**

**Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State of Colorado's student academic achievement standards as follows:**

- Engage in high-quality professional development in order to provide increasingly more expert instruction
- Follow curriculum that is systematically revised to reflect alignment with the Colorado Academic Standards and current best practices related to teaching and learning
- Identify students in need of additional support as indicated by school-designed bodies of evidence that include screening, progress-monitoring, and benchmark assessments.
- Provide support and/or interventions as outlined on individual student's School Readiness Plans, ELL and/or READ Plans to address identified student needs

**Provide families feedback through written documentation, phone calls and face-to-face conferences three or more times each year (at least once per School Readiness Checkpoint) concerning each individual child's growth and development.**

- An open-door policy will set a tone that supports parents' understanding that staff members at Marsh School are accessible for informal conversations about their children's needs.
- Additional conferences may occur at the request of parents and/or teachers throughout the school year (This includes the strategy planning conferences that occur as we implement Response to Intervention designs for students.)

**Provide parents reasonable access to staff.** Specifically, staff members will be available for consultation with parents as follows:

- Staggered Start In order to establish relationships with families from the beginning of the year, we begin the first two days of school with a special format. The class lists for all preschool and kindergarten classrooms are divided in half with each half of the class attending on a different “first day.”
  - Several purposes are met:
    - Children begin their school year meeting a few (1/2 of the class roster) of their classmates in a more relaxed climate in which their teachers have a better opportunity to create a personal relationship and meet their individual needs
    - “Non-classroom” staff members get to meet and interact with parents over a light breakfast and support them in their primary language to complete enrollment forms, emergency cards, and lunch applications. We also distribute the parent handbook, answer questions of concern, share information about health insurance options for young children, and offer opportunities to be on the Early Childhood Improvement Team. The district transportation director, administrative assistant, and lunchroom staff members are also present to support families.
    - Classroom teachers are able to begin establishing routines, touring the school, and teaching without being concerned with the first-of-the-year paperwork.
- Fall and Spring Open Houses
  - Families are invited to Open House events at school twice a year. These events are planned by the Early Childhood Improvement Team and in consultation with Marsh School staff members. Their purpose is to provide opportunities for families to explore the school and to consult with staff members.
- Messages
  - The school secretary forwards calls to school staff members who are available to talk and takes messages for return calls if staff members are instructing at the time of the call.
- Family Events
  - The Early Childhood Improvement Team periodically plans family events to increase opportunities for families to participate in learning opportunities with their children in the school environment for various purposes.
  - Bill Metz Elementary hosts Family Fun Nights and invites Marsh School families to come for the same purposes mentioned above.

## **Parent Responsibilities**

**We, as parents, will support our children's learning in the following ways:**

- Helping my child/ren feel capable by having consistent expectations at home.
- Recognizing the positive impact of consistent attendance and 8-10 hours of sleep at night. The instructional day begins at 7:45 and ends at 3:30. We know how important it is for our child/ren to be at school to start and end their day with their classmates. We know that the stage is set for the school day during the first few minutes with routines and special school and classroom announcements. We know that if our child arrives late to school, it causes interruptions in the classroom routine that can be detrimental to the learning environment.
- Participating in decisions relating to my child/ren's education.
- Staying informed about my child's education and communicating with the school by reading all notices (Marsh Messenger newsletter, classroom reports, special notices, etc.) from the school or the school district either received by my child or by mail and responding, as appropriate.
- Participating in my child's classroom, to the extent possible:
  - Providing healthy snacks,
  - Volunteering in the classroom,
  - Participating in special events.
- Promoting positive use of my child/ren's extracurricular time.
- Understanding that excessive and unmonitored television viewing negatively affects learners.
- To the extent possible, serving on or volunteering to help Early Childhood Improvement Team in one of the areas listed above that may include, but not be limited to, being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

## **Shared Responsibilities of Marsh staff members and Parents**

**Provide parents opportunities to volunteer and participate in their child's school:**

- Marsh School is home to the Early Childhood Improvement Team (established in June, 2005) whose overarching goal is to support the leadership potential of all members. The Early Childhood Improvement Team is an active group of parents and staff members that serve our school. To the extent possible, representatives from this team are present at all events outlined in this compact and actively encourage the involvement of all parents. The team members serve as the School Improvement Team (and represent Marsh on the District Improvement Team), the District Council for the Colorado Preschool Program and as School-wide Title I Planning members, to include the planning, review, and improvement of our school's parental involvement policy, in an organized, ongoing, and timely way.

The team advises and plans for our school in four arenas:

- Positive Environment – We work together to promote a safe, supportive atmosphere in which all people, children and adults alike can play, learn, and work alongside one another.

- Wellness and Well-Being – We promote the development of resiliency and social/emotional health, as well as physical health obtained by nutritious foods and physical activity.
- Family Connections – We are committed to strengthening connections with the families of the children who attend Marsh School and with the families of children in our community who have children ages birth-6. We want to project the positive aspects of our public education system. We plan, prepare for, and help host the specific family events outlined under previous headings in this policy in collaboration with Marsh staff members.
- Learning – We determine short- and long-term goals related to promoting children’s growth and development and Marsh School improvement.

**Supporting Students in Developing their Resiliency and Sense of Responsibility:**

Family members and Marsh staff members will help students develop resiliency and a sense of responsibility by teaching and practicing the ability to be capable, cooperative, and caring. Specifically, we will teach and model being:

- Capable by learning to-
  - Try new things (behaviors, foods, etc.)
  - Give my parents or the adult who is responsible for me all notices and information received by me from my school every day and vice versa
  - Tell adults when I need help
  - Solve child-size problems on my own
  - Ask family members to read to me each night or let me read to them when I am ready
- Cooperative by learning to-
  - Help those around me when I can
  - Tell adults when others need help
  - Behave in ways that don’t interfere with other’s learning
- Caring by learning to-
  - Recognize when others need my help
  - Use words that make others feel cared for
  - Tell adults when something scary, dangerous, or illegal has happened

**Additional Required School Responsibilities**

In addition, Marsh School will:

Hold an annual meeting (repeated at Staggered Start days and the Fall Open House) to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, or across several days, so that as many parents as possible are able to attend. The school will invite to this meeting all Marsh School parents and encourage them to attend.

Provide information to parents in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Provide information to parents in a timely manner about Title I, Part A programs that include a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.

On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

**Further School Responsibilities**

To help build and develop a partnership with parents to help their children achieve the state’s high academic standards, Marsh School will:

- Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams.
- Notify parents of the school’s participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
- Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
- Work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violation(s) of a federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

_____	_____	_____
School	Parent(s)	Student
_____	_____	_____
Date	Date	Date

**(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)**