

Series 6000 – Instruction

1. Elementary and Secondary

G. Curriculum Extensions

(2) Program Adaptations/Alternate Programs

(i) Title I Parent Involvement

Title I Compensatory Education

School-Level Parental Involvement Compact

The School-Level Parent Involvement Compact provides an understanding of the joint responsibility of the district and parents/guardians for improving student academic achievement and school performance. The school provides opportunities for parent/guardian involvement by convening a parent involvement compact meeting in the fall to provide parents of participating children with:

1. Timely information about programs under Title I (Part A);
2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

District-Level Parental Involvement Compact

In the spring, parents from each Title I school will be invited to a district-level meeting to establish meaningful, ongoing, three-way communication between the district, staff and parents/guardians. During the meeting of this group, the District's parent involvement activities and procedures will be reviewed and refined as needed, forming the basis for the district-level compact that will be updated annually.

Comparability of Services

It is the policy of the Board of Education to ensure comparability of services funded by state and local sources in both Title I project schools and non-project schools. The Board of Education will, therefore:

1. Maintain a district-wide salary schedule.
2. Provide services with federal, state and local funds in schools serving Title I project areas that are at least comparable to services in non-project areas.

3. Use federal, state and local funds to provide for an equivalence in all schools with the same grade levels in teachers, administrators, and auxiliary personnel.
4. Use federal, state and local funds to provide for an equivalence among all schools with the same grade levels in the provisions of curriculum and instructional materials, books and supplies.
5. Nothing in this policy will prohibit the administration from addressing identified problems at individual schools.