

Walter Reed Middle School

Title I School-Level Parental Involvement Policy

Walter Reed Middle School has developed a written Title I parental involvement policy with input from Title I parents. Parents have been an important part of the process in developing the parental involvement policy at Walter Reed. Input was gathered out from the various parent groups at Walter Reed. Walter Reed distributes the policy to parents of Title I students, annually, through the school's student handbook; it is also available through the school website. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Section I: Involvement of Parents in the Title I Program

To involve parents in the Title I program at **Walter Reed Middle School**, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - Towards the start of the school year a meeting is held with translation services and the parent involvement policy is distributed in a language the parents can understand.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - Meetings are held on a regular basis; to encourage parent involvement meetings are held at times in the evening and in the morning.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
 - Walter Reed arranges opportunities for parents to participate and make decisions related to their child's education, such as encouraging parents to serve on advisory committees such as the English Learners Advisory Council, School Site Council, Parent/Teacher/Student Association (PTSA), as well as providing a variety of volunteer opportunities at the school site.
- The school provides parents of Title I students with timely information about Title I programs.
 - All school meetings will be calendared and advertised at least ten days in advance to facilitate parent participation.
 - Meetings are announced through newsletters in English and Spanish, as well as through phone messages, web postings, school marque, and email blasts.
 - The Title I coordinator, community representative, and various parent groups collaborate to communicate effectively with all-stake holders at the school.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
 - "Back to School Night" is held early in the first semester of the school year so parents can meet teachers and receive information about the curriculum, course requirements, grading policies.
 - An "Open House" event is held mid-way through the second semester so parents may view examples of student work representing how their child has met grade level standards.
 - Walter Reed Middle School holds a parent PD meeting on state testing. Parents will receive training on how to read and interpret test data and understand the meaning of the various proficiency levels assigned to student scores.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
 - Parents are involved in reviewing all school programs including Title I and Bilingual Education a minimum of one meeting per month and/or minimum of eight meetings per school year will be held for the School Site Council (SSC), and the English Learner Advisory Council (ELAC).
 - This parent involvement policy is reviewed annually by the various parent advisory councils and modified with parent input gathered in committee or through parent survey.

Section II: Shared Responsibility for Academic Achievement (School-Parent Compact)

Walter Reed Middle School distributes a school-parent compact to parents of Title I students. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the state's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities
 - Walter Reed Middle School recognizes the importance of each stakeholder in shaping the success of each student and has jointly developed a school-parent-student compact that details the responsibilities of each group to support high levels of student achievement.
 - Conference night will be held once each semester to give parents additional opportunities to formally meet with one or several teachers in one evening. Conferences are limited in time so parents with additional concerns are encouraged to set up conferences with individual teachers as needed.
 - Each small learning community may develop additional responsibilities that support the unique aspects of their program.
 - The Walter Reed Middle School Compact will be reviewed annually by the school advisory committees, the School Site Council and revised according to input from all stakeholders and is included in the Walter Reed Middle School Single Plan for Student Achievement.

Building Capacity for Involvement

Walter Reed Middle School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - Through meetings, seminars and parent classes, parents receive trainings to help them understand how to interpret test data and standardized test scores.
 - Parent advisory committees, such as the English Learners Advisory Council, help the school determine how to best provide high quality curriculum that enhances the education of students.
 - Parents are invited to attend committee meetings and serve as members. They are invited through letters sent home in English and other home language.
 - Community partners, such as Penny Lane and Family Sources, are encouraged to put on parent workshops, provide enrichment courses for students, and support student academic achievement.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
 - A variety of workshops are provided through the Walter Reed Parent Center these include:
 - Reading and fluency workshops that provide strategies for both English speaking and non-English speaking parents on how to monitor their child's progress and support literacy activities in the home.
 - Math workshops where parents learn specific strategies and skills to support their child.
 - Going to College classes targeting first generation or first in family college attendance focusing on communication, preparation for college, and accessing financial aid resources.
 - Technology classes focused on basic computer skills and how to monitor and support their child's use of technology.

- Individualized Graduation Plan- All parents and students have an opportunity to meet with counselors to develop an individualized graduation plan (IGP) to address current academic progress and options for high school and beyond.
 - Family health and wellness classes are provided to help parents obtain medical insurance and provide their children with greater health.
 - Parent participation in the school's Career Day which teaches students what academic and personal requirements are required for success in various fields.
 - A variety of other parenting classes addressing behavioral and counseling needs promoting the use of positive behavior support strategies in the home.
 - Trainings on common core standards and Schoology are being provided through parent workshops and meetings to help families understand how they can support their child's mastery of the standards at home.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
 - The school encourages on-going communication between teachers and parents.
 - The various parent groups at Walter Reed have appointed teacher liaisons to facilitate communication between teachers and their respective parent groups.
 - The small learning community coordinator at Walter Reed, as well as the counselors and office staff, serve as liaisons between the teachers and the parent groups.
 - Parents of Title I students are represented on the various parent groups at Walter Reed.
 - The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
 - The Community Representative at Walter Reed facilitates parent involvement in various ways.
 - Translation services are available at the parent center, classes and workshops provided through the district website are multi-lingual.
 - Access to computers is provided at the parent center to help facilitate parent navigation of school, district, and state websites.
 - The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
 - Meetings are announced through newsletters in English and other home languages, as well as through phone messages, web postings, school marquee, and email blasts.
 - Updates on student achievement, such as standardized test scores, progress reports, and report cards are provided in a language parents can understand.
 - The school provides support for parental involvement activities requested by Title I parents.
 - Parents are surveyed annually to assess their concerns and receive feedback on Walter Reed's parental involvement policy.
 - Parents are invited to attend meetings, join school committees, and express their opinions and concerns.
 - Parents are members of many school committees including the English Learner Advisory Council (ELAC), the School Site Council (SSC), the technology committee, and the school safety committee.

Accessibility

Walter Reed Middle School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- Walter Reed Middle School acknowledges the challenges and needs of its diverse student population and uses Title I funds to maintain the accessibility of the school's resources to all families.

- Activities that promote access include:
 - Translation services for advisory council meetings, parent education classes, and parent conferences.
 - Printed communication to families will be provided in both English and other home languages.
 - Physical access to school sponsored events are provided for parents with disabilities.
 - A parent center will be maintained that provides resources for parents, and a community representative to help strengthen relations between the families it serves and the school staff, parent groups, and community partners.
 - The school will maintain communication through a variety of ways including bulletin announcements, flyers, signs, report cards, conference, mailers, automated phone messages and regularly planned meetings.
 - The parents of Limited English Proficient students will be notified of the progress of their students through specialized meetings, notification letters, and conferences as needed.
 - The parents of migratory and homeless children will receive support as needed.