

Instruction

Magnet School Participation

Putnam Board of Education recognizes the choice of student attendance at Magnet Schools.

Magnet school students are not eligible for Putnam Public School offerings or activities.

Instruction

Home Schooling

Home school students are not eligible for public school offerings or activities.

Legal Reference: Connecticut General Statutes

10-184 Duties of parents

10-184a Special education programs not required for children in home or private schools

10-220 Duties of boards of education

Policy adopted: January 17, 2012

PUTNAM PUBLIC SCHOOLS
Putnam, Connecticut

Instruction

Title I Parent Involvement

The Board of Education believes that positive parental involvement is essential to student achievement, and thus encourages such involvement in school educational planning and operations. Parental involvement may take place either in the classroom or during extra-curricular activities. However, the Board also encourages parental involvement at home (e.g., planned home reading time, informal learning activities, and/or homework “contracts” between parents and children.)

To assure compliance with federal Title I guidelines, the Board of Education further directs the administration to implement programs, activities and procedures to achieve parental involvement in planning, designing and implementing such programs.

All such programs are intended to strengthen the relationship between home and school.

Legal Reference: Title I of the Elementary and Secondary Education Act, 20 U.S.C. §6301-6514

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Title I Parent Involvement

School-Parent Compact

NOTE: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will have the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

Schools and parents may use the sample template below as a framework for the information to be included in their school-parent compact. Schools and parents are not required to follow this sample template or framework, but if they include all of the bolded items listed under "Required School-Parent Compact Provisions" below, they will have incorporated all of the information required by section 1118(d) to be in the school-parent compact. Schools and parents, in consultation with student, are encouraged to include other relevant and agreed upon activities and action as well that will support effective parental involvement and strengthen student academic achievement.

The Putnam Public Schools and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year _____.

Required School-Parent Compact Provisions

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

The name of school will:

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

[Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

[Describe when the parent-teacher conferences will be held.]

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

[Describe when and how the school will provide reports to parents.]

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

[Describe when, where, and how staff will be available for consultation with parents.]

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

[Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parent Responsibilities

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

Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as 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.

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

Describe the ways in which students will support their academic achievement, such as

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The name of school will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting 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 to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students 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.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes 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.

6. 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.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. 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).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the name of school will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title 1, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. 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.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the State Department of Education's (SDE) 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.

**This sample template of a School-Parent Compact is not an official U.S. Department of Education document. It is provided only as an example.*

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Title I Parent Involvement

In order to achieve the desired level of Title I parent involvement desired by Board of Education policy on this topic, these regulations guide the development of each school's annual plan designed to foster a cooperative effort among the parents, school and community.

A. Guidelines

Parent involvement activities developed at each school will include opportunities for:

- volunteering;
- parent education;
- home support for child's education;
- parent participation in school decision-making.

The school system will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

B. Roles and Responsibilities

1. Parents

It is the responsibility of the parent to:

- actively communicate with school staff;
- be aware of rules and regulations of school;
- take an active role in the child's education by reinforcing, at home, the skills and knowledge the student has learned in school;
- utilize opportunities for participation in school activities.

2. Staff

It is the responsibility of the staff to:

- develop and implement a school plan for parent involvement;
- promote and encourage parent involvement activities;
- effectively and actively communicate with all parents about skills, knowledge and attributes student is learning in school and suggestions for reinforcement;
- send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

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Title I Parent Involvement

B. Roles and Responsibilities (continued)

3. Community

Community members who volunteer in the schools have the responsibility to:

- be aware of rules and regulations of the school;
- utilize opportunities for participation in school activities.

4. Administration

It is the responsibility of the administration to:

- facilitate and implement the Title I Parent Involvement Policy and Plan;
- provide training and space for parent involvement activities;
- provide resources to support successful parent involvement practices;
- provide in-service education to staff regarding the value and use of contributions of parents and how to communicate with and work with parents as equal partners;
- send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

Title I Parental Involvement Compacts

The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts.

District-Level Parental Involvement Compact

The Superintendent or his/her designee shall develop a District-Level Parental Involvement Compact according to Title I requirements. The District-Level Parental Involvement Compact shall contain: (1) the District's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

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Title I Parent Involvement

School-Level Parental Involvement Compact

Each Building Principal or his/her designee shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Checklist for Development, Implementation, and Maintenance of Parent Involvement Compacts for Title I Programs

The development, implementation, and maintenance of parent/guardian involvement compacts must be accomplished with meaningful consultation with parents/guardians of children participating in Title I programs. The Superintendent will designate a person to be responsible for the process of obtaining meaningful consultation. This checklist includes some measures designed to encourage meaningful consultation.

This is an annual checklist. *Check steps as completed.*

- ☐ Plan regular meetings throughout the school year with parents/guardians to discuss the District and/or school compacts; identify dates, convenient times, places, and persons whose attendance is desired. Offer meetings in the morning or evening, and, if funds are available under Title I for this purpose, provide transportation, childcare, or home visits, as such services relate to parent/guardian involvement.
- ☐ Plan an agenda for meetings to be held to discuss District and/or school compacts.
 - Always begin with "introducing where we are now" and end with "next steps."
 - Agendas should provide for 2-way communication between District and parents/guardians of children participating in Title I programs.
 - Agendas can be built around the federal compliance requirements as stated in the CAGE sample district and school-level compacts.

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Title I Parent Involvement

Checklist for Development, Implementation, and Maintenance of Parent Involvement Compacts for Title I Programs (continued)

- Agendas should also include a section to inform parents/guardians of their school's participation under Title I and to explain Title I requirements regarding parent involvement, including the right of the parents/guardians to be involved.
 - Agendas should also include a section to describe and explain 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.
 - If requested by a parent/guardian, agendas should also include a section for parents/guardians to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
 - Agendas should also include a section to involve parents/guardians in the planning, review, and improvement of Title I programs, including the joint development of the school-wide program plan under § 1114(b)(2).
 - Another agenda topic is how funds are allotted for parent/guardian involvement in activities; parents/guardians of children receiving services must be involved in these decisions.
- ☐ Notify interested persons of meeting dates to discuss the District and/or school compacts, including:
- ☐ Parents/guardians of students' participating in Title I programs
 - ☐ Staff members
 - ☐ Students participating in Title I programs
 - ☐ School Board members
 - ☐ Media
 - ☐ Coordinators for other school programs, (e.g. Head Start and preschool programs)
 - ☐ Other
 - ☐ Publicize the meeting dates, times, and locations to discuss District and/or school compacts.
 - ☐ Make all Freedom of Information Act notifications and postings for meetings to be held to discuss District and/or school compacts. (Note: it is wise to assume these meetings will be in open session if Board members are expected to attend.)

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Title I Parent Involvement

Checklist for Development, Implementation, and Maintenance of Parent Involvement Compacts for Title I Programs (continued)

- ☐ Appoint a recording secretary to keep meeting minutes.
- ☐ Provide copies of working drafts to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.
- ☐ Determine "success" indicators to measure the effectiveness of the parental involvement compacts in improving the academic quality of the schools.
- ☐ Review the "success" indicators in order to evaluate the effectiveness of the parental involvement compacts in improving the academic quality of the schools.
- ☐ Identify barriers to greater participation by parents/guardians, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Use the findings of such evaluation to design strategies for more effective parent/guardian involvement.
- ☐ If the school-wide program plan under section 1114(b)(2) is not satisfactory to the parents/guardians of participating children, submit any parents/guardians comments on the plan when the school makes the plan available to the Board of Education.
- ☐ Provide status reports to the Board and, periodically, request the Board's approval of the parental involvement compacts as it evolves.
- ☐ Revise the applicable parental involvement compacts as necessary.

Improving Basic Programs Operated by Local Educational Agencies

1. **As required by NCLB § 1111(h)(6)(A):** At the beginning of each school year, a school district that receives funds under this section shall notify the parents of each student attending any school receiving funds under this section that the parents may request, and the district will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
 - a. Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

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Title I Parent Involvement

Notice to Parents Required by No Child Left Behind Act of 2001

Improving Basic Programs Operated by Local Educational Agencies (continued)

- b. Whether the teacher is teaching under emergency or other provisional status.
 - c. The teacher's baccalaureate degree major and any other graduate certifications or degrees.
 - d. Whether paraprofessionals provide services to the student and, if so, their qualifications.
- 2. **As required by NCLB §1111(h)(6)(B)(i):** Districts must provide to parents information on the level of achievement of the parent's child in each of the State academic assessments.
- 3. **As required by NCLB §1111(h)(6)(B)(ii):** Districts must provide parents timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.

Limited English Proficient Students

- 1. **As required by NCLB §1112(g)(1)(A) and (g)(2), and §3302(a):** Districts must inform a parent of a limited English proficient child identified for participation, or participating in, such a program of the reasons for their child being identified, their child's level of English proficiency, instructional method, how their child's program will meet their child's needs, how the program will help the child to learn English, exit requirements for the program to meet the objectives of any limited English proficiency, and information regarding parental rights.
- 2. **As required by NCLB §1112(g)(1)(B), and §3302(b):** Each district using funds provided under this section to provide a language instruction educational program that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform the parents of a child identified for participation in such a program, or participating in such program, of such failure not later than 30 days after such failure occurs.

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Title I Parent Involvement

Notice to Parents Required by No Child Left Behind Act of 2001

Limited English Proficient Students (continued)

3. **As required by NCLB §1112(g)(4) and §3302(e):** Each district shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent recommendations.

Academic Assessment and Local Education Agency and School Improvement

1. **As required by NCLB §1116(b)(6):** Districts shall promptly provide to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under §1116(b)(1)(E)(i), for corrective action under §1116(b)(7)(C)(i), or for restructuring under §1116(b)(8)(A)(i). It shall include:
 - a. An explanation of what the identification means, and how the school compares in terms of academic achievement to other district schools and the State educational agency;
 - b. The reasons for the identification;
 - c. An explanation of what the school identified for school improvement is doing to address the problem;
 - d. An explanation of what the district or State educational agency is doing to help the school address the achievement problem;
 - e. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
 - f. An explanation of the parents' option to transfer their child to another public school with transportation provided by the district when required or to obtain supplemental educational services for the child.
2. **As required by NCLB §1116(b)(8)(c):** Whenever the school fails to make adequate yearly progress and/or is restructured, the district shall provide the teachers and parents with an adequate opportunity to comment and participate in developing a plan for school improvement, restructuring and/or governance.

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Title I Parent Involvement

Notice to Parents Required by No Child Left Behind Act of 2001

Academic Assessment and Local Education Agency and School Improvement (continued)

3. **As required by NCLB §1116(e)(2)(A):** The district shall provide annual notice to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under §1116(b)(1)(E)(i), for corrective action under §1116(b)(7)(C)(i), or for restructuring under §1116(b)(8)(A)(i), including the following:
 - a. The availability of supplemental education services;
 - b. The identity of approved providers that are within the district or whose services are reasonably available in neighboring districts; and
 - c. A brief description of those services, qualifications, and demonstrated effectiveness of each such provider.

Parental Involvement

1. **As required by NCLB §1118(b):** Parents shall be notified of the parental involvement policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. **As required by NCLB §1118(c):** Each school shall:
 - a. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of this section, and the right of the parents to be involved;
 - b. Offer a flexible number of meetings;
 - c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvements of the school parental involvement policy and the joint development of the school-wide program plan under §1114(b)(2);
 - d. Provide parents of participating children:
 - Timely information about programs under this part;

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Title I Parent Involvement

Notice to Parents Required by No Child Left Behind Act of 2001

Parent Involvement (continued)

- 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
- 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.

Voluntary Public School Choice Program

1. **As required by NCLB §5245(a):** The district shall provide to parents of students in the area to be served by the Voluntary Public School Choice program with prompt notice of
 - a. The existence of the program;
 - b. The program's availability; and
 - c. A clear explanation of how the program will operate.

Education of Homeless Children and Youths

1. **As required by NCLB §722(e)(3)(C):** The district shall provide written notice, at the time any homeless child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:
 - a. Shall be signed by the parent or guardian;
 - b. Sets the general rights provided under this subtitle;
 - c. Specifically states:
 - The choice of schools homeless children and youths are eligible to attend,
 - That no homeless child or youth is required to attend a separate school for homeless children or youths,
 - That homeless children and youths shall be provided comparable services including transportation services, educational services, and meals through school meals programs; and
 - That homeless children and youths should not be stigmatized by school personnel; and
 - Includes contact information for the local liaison for homeless children and youths.

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Title I Parent Involvement

Notice to Parents Required by No Child Left Behind Act of 2001

Education of Homeless Children and Youths (continued)

2. **As required by NCLB §722(g)(2)(B)(iii):** In the case of an unaccompanied homeless youth, the District shall ensure that the homeless liaison assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.
3. **As required by NCLB §722(g)(6)(A)(iv):** Each district shall ensure that public notice of the educational rights of homeless children is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup

Student Privacy

1. **As required by NCLB §1061(c)(2)(A):** The student privacy policies developed by a district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in schools served by that district.

At a minimum, the district shall:

- a. Provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and
 - b. Offer an opportunity for the parent to opt the student out of the activity.
2. **As required by NCLB §1061(c)(2):** All districts shall provide reasonable notice of such existing policies to parents and guardians of students, e.g., "The Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. (Copies of those policies are available on request.)"

Instruction

Title I Programs

The Putnam Board of Education endorses the parent involvement goals of Title I and encourages regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word “parent” also includes guardians and other family members involved in supervising the child’s schooling. To assure compliance with federal Title I guidelines, the Board of Education further directs the administration to implement programs, activities, and procedures to achieve parental involvement in planning, designing and implementing such programs.

Parent Involvement

The district shall maintain programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in the Parental-Involvement compacts. All programs are intended to strengthen the relationship between home and school. In addition, meeting shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency level students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school’s Title I program, to the district level.

District/School Level Parental Involvement Compacts

Each school in the District receiving Title I funds shall jointly develop with parents of children served in the program a “District/School-Parent Compact” outlining the manner in which parents, school, staff and students share the responsibility for improved student academic achievement in meeting state standards. In addition, the compact shall include:

1. The District’s expectations for parental involvement;
2. Specific strategies for effective parent involvement activities to improve student academic achievement and school performance.

Instruction

Title I Programs

Legal Reference: Improving America's Schools Act, P.L. No. 103-382, Sec. 1112 Local Education Agency Plans
Improving America's Schools Act, (IASA), P.L. 103-382.
PL 107-110, "No Child Left Behind Act of 2001," Title 1-Improving the Academic Achievement of the Disadvantaged, Sec. 1118.

Policy adopted: January 17, 2012

PUTNAM PUBLIC SCHOOLS
Putnam, Connecticut

Instruction

Title I Programs

Checklist for Development, Implementation, and Maintenance of Parent Involvement Compacts for Title I Programs

The development, implementation, and maintenance of parent/guardian involvement compacts must be accomplished with meaningful consultation with parents/guardians of children participating in Title I programs. The Superintendent will designate a person to be responsible for the process of obtaining meaningful consultation. This checklist includes some measures designed to encourage meaningful consultation.

This is an annual checklist. *Check steps as completed.*

- ☐ Plan regular meetings throughout the school year with parents/guardians to discuss the District and/or school compacts; identify dates, convenient times, places, and persons whose attendance is desired. Offer meetings in the morning or evening, and, if funds are available under Title I for this purpose, provide transportation, childcare, or home visits, as such services relate to parent/guardian involvement.
- ☐ Plan an agenda for meetings to be held to discuss District and/or school compacts.
 - Always begin with “introducing where we are now” and end with “next steps.”
 - Agendas should provide for 2-way communication between District and parents/guardians of children participating in Title I programs.
 - Agendas can be built around the federal compliance requirements as stated in the CAGE sample district and school-level compacts.
 - Agendas should also include a section to inform parents/guardians of their school’s participation under Title I and to explain Title I’s requirements regarding parent involvement, including the right of the parents/guardians to be involved.
 - Agendas should also include a section to describe and explain 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.
 - If requested by a parent/guardian, agendas should also include a section for parents/guardians to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
 - Agendas should also include a section to involve parents/guardians in the planning, review, and improvement of Title I programs, including the joint development of the school-wide program plan under §1114(b)(2).
 - Another agenda topic is how funds are allotted for parent/guardian involvement in activities; parents/guardians of children receiving services must be involved in these decisions.

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Title I Programs

Checklist for Development, Implementation, and Maintenance of Parent Involvement Compacts for Title I Programs (continued)

- ☐ Notify interested persons of meeting dates to discuss the District and/or school compacts, including:
 - ☐ Parents/guardians of students' participating in Title I programs
 - ☐ Staff members
 - ☐ Students participating in Title I programs
 - ☐ School Board members
 - ☐ Media
 - ☐ Coordinators for other school programs, (e.g. Head Start and preschool programs)
 - ☐ Other
- ☐ Publicize the meeting dates, times, and locations to discuss District and/or school compacts.
- ☐ Make all Freedom of Information Act notifications and postings for meetings to be held to discuss District and/or school compacts. (Note: it is wise to assume these meetings will be in open session if Board members are expected to attend.)
- ☐ Appoint a recording secretary to keep meeting minutes.
- ☐ Provide copies of working drafts to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.
- ☐ Determine "success" indicators to measure the effectiveness of the parental involvement compacts in improving the academic quality of the schools.
- ☐ Review the "success" indicators in order to evaluate the effectiveness of the parental involvement compacts in improving the academic quality of the schools.
- ☐ Identify barriers to greater participation by parents/guardians, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Use the findings of such evaluation to design strategies for more effective parent/guardian involvement.
- ☐ If the school-wide program plan under section 1114(b)(2) is not satisfactory to the parents/guardians of participating children, submit any parents/guardians comments on the plan when the school makes the plan available to the Board of Education.
- ☐ Provide status reports to the Board and, periodically, request the Board's approval of the parental involvement compacts as it evolves.
- ☐ Revise the applicable parental involvement compacts as necessary.

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Title I Programs

Notice to Parents Required by No Child Left Behind Act of 2001

Improving Basic Programs Operated by Local Educational Agencies

1. **As required by NCLB § 1111(h)(6)(A):** At the beginning of each school year, a school district that receives funds under this section shall notify the parents of each student attending any school receiving funds under this section that the parents may request, and the district will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
 - a. Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - b. Whether the teacher is teaching under emergency or other provisional status.
 - c. The teacher's baccalaureate degree major and any other graduate certifications or degrees.
 - d. Whether paraprofessionals provide services to the student and, if so, their qualifications.
2. **As required by NCLB §1111(h)(6)(B)(i):** Districts must provide to parents information on the level of achievement of the parent's child in each of the State academic assessments.
3. **As required by NCLB §1111(h)(6)(B)(ii):** Districts must provide parents timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.

Limited English Proficient Students

1. **As required by NCLB §1112(g)(1)(A) and (g)(2), and §3302(a):** Districts must inform a parent of a limited English proficient child identified for participation, or participating in, such a program of the reasons for their child being identified, their child's level of English proficiency, instructional method, how their child's program will meet their child's needs, how the program will help the child to learn English, exit requirements for the program to meet the objectives of any limited English proficiency, and information regarding parental rights.
2. **As required by NCLB §1112(g)(1)(B), and §3302(b):** Each district using funds provided under this section to provide a language instruction educational program that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform the parents of a child identified for participation in such a program, or participating in such program, of such failure not later than 30 days after such failure occurs.

Instruction

Title I Programs

Notice to Parents Required by No Child Left Behind Act of 2001 (continued)

Limited English Proficient Students (continued)

3. **As required by NCLB §1112(g)(4) and §3302(e):** Each district shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent recommendations.

Academic Assessment and Local Education Agency and School Improvement

1. **As required by NCLB §1116(b)(6):** Districts shall promptly provide to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under §1116(b)(1)(E)(i), for corrective action under §1116(b)(7)(C)(i), or for restructuring under §1116(b)(8)(A)(i). It shall include:
 - a. An explanation of what the identification means, and how the school compares in terms of academic achievement to other district schools and the State educational agency;
 - b. The reasons for the identification;
 - c. An explanation of what the school identified for school improvement is doing to address the problem;
 - d. An explanation of what the district or State educational agency is doing to help the school address the achievement problem;
 - e. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
 - f. An explanation of the parents' option to transfer their child to another public school with transportation provided by the district when required or to obtain supplemental educational services for the child.
2. **As required by NCLB §1116(b)(8)(c):** Whenever the school fails to make adequate yearly progress and/or is restructured, the district shall provide the teachers and parents with an adequate opportunity to comment and participate in developing a plan for school improvement, restructuring and/or governance.

Instruction

Title I Programs

Notice to Parents Required by No Child Left Behind Act of 2001 (continued)

Academic Assessment and Local Education Agency and School Improvement (continued)

3. **As required by NCLB §1116(e)(2)(A):** The district shall provide annual notice to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under §1116(b)(1)(E)(i), for corrective action under §1116(b)(7)(C)(i), or for restructuring under §1116(b)(8)(A)(i), including the following:
 - a. The availability of supplemental education services;
 - b. The identity of approved providers that are within the district or whose services are reasonably available in neighboring districts; and
 - c. A brief description of those services, qualifications, and demonstrated effectiveness of each such provider.

Parental Involvement

1. **As required by NCLB §1118(b):** Parents shall be notified of the parental involvement policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. **As required by NCLB §1118(c):** Each school shall:
 - a. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of this section, and the right of the parents to be involved;
 - b. Offer a flexible number of meetings;
 - c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvements of the school parental involvement policy and the joint development of the school-wide program plan under §1114(b)(2);
 - d. Provide parents of participating children:
 - Timely information about programs under this part;
 - 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

Instruction

Title I Programs

Notice to Parents Required by No Child Left Behind Act of 2001 (continued)

Parental Involvement (continued)

- 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.

Voluntary Public School Choice Program

1. **As required by NCLB §5245(a):** The district shall provide to parents of students in the area to be served by the Voluntary Public School Choice program with prompt notice of:
 - a. The existence of the program;
 - b. The program's availability; and
 - c. A clear explanation of how the program will operate.

Education of Homeless Children and Youths

1. **As required by NCLB §722(e)(3)(C):** The district shall provide written notice, at the time any homeless child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:
 - a. Shall be signed by the parent or guardian;
 - b. Sets the general rights provided under this subtitle;
 - c. Specifically states:
 - The choice of schools homeless children and youths are eligible to attend,
 - That no homeless child or youth is required to attend a separate school for homeless children or youths,
 - That homeless children and youths shall be provided comparable services including transportation services, educational services, and meals through school meals programs; and
 - That homeless children and youths should not be stigmatized by school personnel; and
 - d. Includes contact information for the local liaison for homeless children and youths.

Instruction

Title I Programs

Notice to Parents Required by No Child Left Behind Act of 2001 (continued)

Education of Homeless Children and Youths (continued)

2. **As required by NCLB §722(g)(2)(B)(iii):** In the case of an unaccompanied homeless youth, the District shall ensure that the homeless liaison assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.
3. **As required by NCLB §722(g)(6)(A)(iv):** Each district shall ensure that public notice of the educational rights of homeless children is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.

Student Privacy

1. **As required by NCLB §1061(c)(2)(A):** The student privacy policies developed by a district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in schools served by that district.

At a minimum, the district shall:

- a. Provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and
 - b. Offer an opportunity for the parent to opt the student out of the activity.
2. **As required by NCLB §1061(c)(2):** All districts shall provide reasonable notice of such existing policies to parents and guardians of students, e.g., “The Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. (Copies of those policies are available on request.)”

Regulation approved:

January 17, 2012

PUTNAM PUBLIC SCHOOLS
Putnam, Connecticut

6172.41
Appendix A

This district level compact contains everything that is required by NCLB. The numbered paragraphs correspond to the requirements contained in NCLB §1118(a)(2)(A)-(F). Districts must, with parents, develop their own process for accomplishing everything listed.

District-Level Parental Involvement Compact

This District-level compact provides an understanding of the joint responsibility of the District and parents/guardians to improve students' academic achievement and school performance. To that end, the District provides opportunities for parents/guardians involvement at the District level by:

1. The District involves parents/guardians in the joint development of the District's plan to help low-achieving children meet challenging achievement and academic standards (NCLBA §1112), and the process of school review and improvement (NCLBA §1116) by:
 - Establishing a District-level committee with parents/guardians liaisons from each building as well as representatives from other impacted programs, including Head Start.
 - Establishing meaningful, ongoing three-way communication between the District, staff and parents/guardians.
 - Developing a District newsletter to communicate to parents/guardians about the plan and seek their input and participation.
 - Training personnel on how to collaborate effectively with families with diverse backgrounds that may impede parents/guardians participation (e.g., illiteracy or language difficulty).
2. The District provides the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parents/guardians involvement activities to improve student academic achievement and school performance by:
 - Providing ongoing District-level workshops to assist buildings in planning and implementing improvement strategies.
 - Establishing training programs for building liaisons to bring the communication and facilitation skills to the buildings they represent.
 - Providing information to parents/guardians about the various assessment tools and instruments that will be developed to monitor progress.
 - Seeking input from parents/guardians in developing workshops.
3. The District builds the capacity of schools and parents/guardians for strong parental involvement by:

District-Level Parental Involvement Compact (continued)

- Providing ongoing communication about the District-wide committee through District newsletters or other written or electronically communicated means.
 - Engaging the building PTO's to actively seek out and involve parents/guardians through regular communications updates and information sessions.
 - Utilizing PTOs to assist in identifying effective communication strategies based on their members' needs.
 - Providing a master calendar of District meetings to discuss pertinent topics.
4. The District coordinates and integrates parents/guardians involvement strategies under this compact with parents/guardians involvement strategies under other programs (such as the Head Start program, Reading First program) by:
- Involving District and building representatives from other programs to assist in identifying specific population needs.
 - Sharing data from other programs to assist in developing new initiatives to improve academic achievement and school improvement.
5. The District conducts, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parents/guardians involvement policy in improving the academic quality of the schools served under Title I, including identifying barriers to greater participation by parents/guardians in activities authorized by this section (with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parents/guardians involvement, and to revise, if necessary, the parents/guardians involvement policies described in this section by:
- Evaluating the effectiveness of the content and communication methods through a variety of methods, including: focus groups, surveys, workshops, and informal coffees with District and building administrative staff, parents/guardians, and teachers.
 - Identifying barriers to effective evaluation by language support or other assistance as needed.
 - Identifying potential policy and compact changes to revise and improve program(s).
6. The District involves parents/guardians in the activities of the schools served under Title I by:
- Providing communications and calendar information to parents/guardians of upcoming meetings, discussions or events and encouraging their participation.
 - Providing Building Principal and PTO coordination of events.

mandatory inclusions as required by requirements in NCLB §1118(b)(f). The bulleted items are merely ideas. Districts must develop, with parents, their own process for accomplishing the respective numbered paragraphs.

SCHOOL-LEVEL PARENTAL INVOLVEMENT COMPACT

This 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 District provides opportunities for parent/guardian involvement by:

Parent/Guardian Involvement (NCLB §1118(c))

1. Convening an annual meeting, at a convenient time, to which all parents/guardians of participating children are invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/guardians to be involved. The Building Principal or designee shall:
 - Invite all parents/guardians of participating children to the annual meeting at school.
 - Explain the rights of parents/guardians to be involved in establishing this compact.
 - Introduce and involve the building representatives on the District-level committee.
 - Provide an overview of Title I and give parents/guardians an opportunity to express questions and concerns.
 - Indicate the mechanisms by which the committee work will be communicated.
 - Seek the involvement and input of parents/guardians.
 - Provide child care so that all parents/guardians who would otherwise be unable to attend may attend.
2. Offering a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this section, transportation, child care, or home visits, as such services relate to parental involvement. The Building Principal or designee shall:
 - Provide parents/guardians with opportunities to ask questions and dialogue informally about student academic achievement and school performance.
 - Engage building-based parent organizations to assist with communication and implementation needs.
 - Develop and use outreach programs to involve community groups and organizations.

6172.41
Appendix B
(continued)

Parent/Guardian Involvement (continued)

3. Involving parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan (under NCLBA §1114(b)(2)), except that if a school has in place a process for involving parents/guardians in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents/guardians of participating children. The Building Principal or designee shall:
 - Identify and establish a process by which an adequate representation of parents/guardians of participating children can occur.
 - Establish a schedule for the building-based committee to plan, review, and recommend improvements to the District parent involvement policy.
4. The Building Principal or designee shall:
 - Provide parents/guardians of participating children timely information about programs.
 - Communicate updates through use of school newsletters, the District web site, e-mail and telephone contact, and home visits if needed.
5. The Building Principal or designee will provide 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.
6. The Building Principal or designee shall:
 - Provide parents/guardians, upon request, 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 suggestions as soon as practicably possible.
 - Develop a feedback loop for parents/guardians to ask questions and receive follow-up.
7. If the school wide plan under section 1114(b)(2) is not satisfactory to the parents/guardians of participating children, the Building Principal or designee shall:
 - Submit any comments when the school makes the plan available to the School Board.
 - Provide a process for parents/guardians to express concerns and complaints.

Shared Responsibilities for High Student Academic Achievement (NCLB §1118(d))

1. The school is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards. Each parent/guardian is responsible for supporting their children's learning, by:
 - Monitoring attendance, homework, and television viewing.
 - Volunteering in their child's classroom and participating, as appropriate, in decisions relating to their children's education and extracurricular activities.
2. Communication between teachers and parents/guardians occurs on an ongoing basis through:
 - Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievements.
 - Frequent reports to parents/guardians on their children's progress.
 - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Building Capacity for Involvement (NCLB §1118(e))

To ensure effective involvement of parents/guardians and to support a partnership among the school's involved, each school shall:

- Provide assistance to parents/guardians of children served in understanding the State's academic content standards and State student academic achievement standards, State and local assessments, monitoring a child's progress and work with educators to improve the achievement of their children.
- Provide materials and training (such as literacy, technology, etc.) to help parents/guardians work with their children.
- Educate teachers and other staff in the value and utility of contributions of parents/guardians and how to effectively communicate with and work with parents/guardians as equal partners.
- Implement and coordinate parent/guardian programs that will build ties between them.
- Coordinate and integrate parent involvement programs and activities with Head Start, Reading First, and public preschool and other programs and conduct other activities, such as parent/guardian resource centers that encourage and support parents/guardians in more fully participating in the education of their children.

Building Capacity for Involvement (continued)

- Ensure that information is sent to the parents/guardians of participating children in a format and language that parents/guardians can understand.
- Involve parents/guardians in the development of training for teachers, building principals, and other educators to improve the effectiveness of such training.
- Provide necessary literacy training from funds received under this section if the District has exhausted all other reasonably available sources of funding for such training.
- Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs to enable parents/guardians to participate in school-related meetings and training sessions.
- Train parents/guardians to enhance the involvement of other parents/guardians.
- Use outreach programs to involve community groups and organizations.
- Arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, in order to maximize parental involvement and participation.
- Adopt and implement model approaches to improving parental involvement.
- Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in supported programs.
- Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities.
- Provide such other reasonable support for parental involvement activities under this section as parents/guardians may request.

In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide full opportunities for the participation of parents/guardians with limited English proficiency or disabilities, including providing information and school reports in a format and, to the extent practicable, in a language such parents/guardians understand. (NCLB §1118(f))

6172.6

Instruction

Distance Education: Virtual/Online Courses

The Putnam Board of Education believes that distance learning through virtual/online courses is an opportunity for enrichment for Putnam High School students. The advantage of online learning is that it does not require students to be physically present in the same location as the instructor or other students. Distance learning courses allow Putnam's educational program delivery system to increase accessibility and flexibility in the delivery of instruction. In addition to regular classroom-based instruction, students may earn credit through distance learning provided by virtual/online courses.

Virtual schools are educational organizations that offer courses through Internet or Web-based methods. Virtual schools allow students to take courses not currently offered at Putnam High School and, as such, enrich existing curriculum.

Online courses offered through organizations such as Virtual High School shall not result in a reduction of the current number of electives offered at Putnam High School, nor shall it result in the reduction in force of existing staff.

Putnam High School students may take virtual/online courses not offered at Putnam High School. In the event of an unavoidable scheduling conflict that would have a negative impact on a student's academic sequence or ability to complete proscribed graduation requirements, the administration may approve the taking of an online course the equivalent of which is offered at Putnam High School.

Putnam High School students may earn a maximum of three (3) units of academic credit by completing online courses

As determined by Board/school policy, students taking a virtual course will do the following:

1. Adhere to the District code of conduct to include rules of behavior and consequences for violations.
2. Adhere to the District's Internet Acceptable Use Policy (6141.321).

(cf. 6141.321 - Computers: Acceptable Use of the Internet)

Legal Reference: Connecticut General Statutes
10-221 Boards of Education to prescribe rules, policies and procedures.

Policy adopted: January 17, 2012

PUTNAM PUBLIC SCHOOLS
Putnam, Connecticut

6172.6

Instruction

Distance Education

Virtual/Online Courses

1. When registering for virtual/online courses, priority will first be given to seniors, other students will be considered on an individual basis.
2. A student may not take more than one online course per semester.
3. Students may earn up to a maximum of three (3) units of academic credit online.
4. Students may only register for online courses that are not taught at Putnam High School.
5. At the discretion of the administration, students may take AP or college level courses that are not offered at Putnam High School.
6. It is the responsibility of the individual student to meet all obligations of the online course.
7. Grades earned for virtual/online courses will be recorded on student transcripts and credit will be assigned. (A full year course will earn one credit and a semester course will earn $\frac{1}{4}$ credit). The school must receive an official record of the final grade before awarding credit toward graduation.
8. Students improperly using the Internet will be subject to disciplinary action including the possible loss of Internet privileges and withdrawal from the program.

Any exceptions to the above stated guidelines will require the written authorization of the school Principal.

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules, policies and procedures.

Regulation approved: January 17, 2012

PUTNAM PUBLIC SCHOOLS
Putnam, Connecticut