

# GRIFFIN FOUNDATION SCHOOL DISTRICT

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## TITLE I POLICY HANDBOOK

Title I Parent Involvement Policy/Compact  
Parents' Right to Know Policy  
Homeless Student Policy

### Parents Right to Know Policy

Under the Federal No Child Left Behind (NCLB) ACT of 2001, Title I schools shall notify parents of students attending the school that parents may request information on the professional qualifications of the student's teacher and paraprofessionals. That information shall state:

- Whether the teacher has met state qualifications and has a license for the grade level and the subject area he/she teaches
- Whether the teacher has an emergency or provisional license
- What degrees the teacher holds and the field of discipline of his or her certification or degree
- Whether the child is being taught by paraprofessionals and, if so, their qualifications

The teacher background/qualification folder is available in the main building. Speak with a staff member if you would like to see the folder.

Under the Federal No Child Left Behind (NCLB) ACT of 2001, Title I schools are required to provide parent notification when a teacher does not meet the requirements of a highly qualified professional as outlined in NCLB legislation. School districts must notify parents if their child has been assigned, or has been taught by—for four or more consecutive weeks—a teacher who is not highly qualified.

This information must be provided to parents in a uniform format, "To the extent practicable," provide in a language that parents can understand, and in a timely manner

Parent's Right to Know Notices are included in the Student Handbook, Title I Handbook and posted online. The handbooks are distributed to all families upon enrollment each year. The online notice is always posted and is updated as needed.

## Supplement vs. Supplant

Monies received from the federal government for Title I must not be used to substitute for funds or services that would otherwise be provided by the school. We use federal funds received under Title I only to supplement our services and do not use these federal funds to supplant funds that would, in the absence of Title I funds, have been spent on Title I students.

## Homelessness Policy

Homelessness exists in our community. A combination of high housing costs and poverty causes many families to lose their housing. Many young people leave their homes due to abuse, neglect, and family conflict. Children and youth who have lost their housing live in a variety of places, including motels, shelters, shared residences, transitional housing programs, cars, campgrounds, and others. Their lack of permanent housing can lead to potentially serious physical, emotional, and mental consequences. This school district will ensure that all children and youth receive a free appropriate public education and are given meaningful opportunities to succeed in our schools. This district will also follow the requirements of the McKinney-Vento Act.

It is the policy of our district to view children as individuals. Therefore, this policy will not refer to children as *homeless*; it will instead use the term *children and youth in transition*. Under federal law, children and youth in transition must have access to appropriate public education, including preschool, and be given a full opportunity to meet state and local academic achievement standards. They must be included in state- and district-wide assessments and accountability systems. Our schools will ensure that children and youth in transition are free from discrimination, segregation, and harassment.

Information regarding this policy will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from school, and posted in every school in the district, as well as other places where children, youth, and families in transition receive services, including family and youth shelters, soup kitchens, motels, campgrounds, drop-in centers, welfare departments, health departments, and other social service agencies. Each year, schools that have been particularly creative or proactive in implementing this policy will be publicly recognized for the benefits they provide their students.

**Parent Responsibilities:** Parents will support their children's learning in the following ways as best they can:

1. Monitoring attendance.
2. Making sure that homework is completed.
3. Volunteering in their children's classrooms.
4. Participating, as appropriate, in decisions relating to their children's education.
5. Promoting positive use of their children's extracurricular time.
6. Staying informed about their children's education and communicating with the school by promptly reading all notices from the school or the school district either received by their children or by mail/email and responding, as appropriate.
7. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the schools committee or reviewing Title I policies and compact to help make amendment suggestions.

**Student Responsibilities (as appropriate to grade level):** Students will share the responsibility to improve their academic achievement and achieve the State's high standards. Specifically, to the best of their ability, they will:

1. Do their homework every day, and ask for help when needed.
2. Read at least 30 minutes every day outside of school time.
3. Give their guardian(s) all notices and information received from their school every day.

## **Parent Involvement Policy**

- The Griffin Foundation, Inc. will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- In carry out the Title I, Part A parental involvement requirements, to the extent practicable, schools will provide opportunities for the participation of parents appropriate to those with limited English proficiency, parents with disabilities, and parents of migratory children. This consists in providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The Griffin Foundation, Inc. will carry out programs, activities, and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school;
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- The carrying out of other activities, such as those described in section 1118 of the ESEA;
- That the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State: The Griffin Foundation, Inc. will take the following actions to involve parents in the joint development of its school wide parental involvement plan under section 1112 of the ESEA having parent representation on the school site leadership team.

**Current Projects to Improve Parent Involvement:** GFSD always strives to get parents involved in their children's education in a variety of ways (including, but not limited to daily communication, inviting parents to join in field trips and community events such as the Christmas Musical and/or the Talent Show, Book Fair, Family Fun Day, encouraging parents to share their special skills with the students and assist during special events, etc.). We love to see parents taking an active role in helping students develop academically, artistically and socially.