

CSD Office of Family and Community Engagement
Parent Information
How Does Federal Title I Funding Support Your Child?

What is Title I?

Title I is the largest federally funded program supporting academically at risk students in public and private schools. Through Title I, the Federal government allocates funds to school districts around the country based on the number of low-income families in each district. Each district uses its Title I funds to supplement the funds provided to schools. Schools use their Title I funds to improve the achievement of all children in their school.

How Are Schools Selected?

If the level of poverty in a school is above federal guidelines the school is eligible to receive Title I funds. In the past, Christina School District's Title I program focused only on elementary schools, now all schools are included.

How are the funds used?

School-wide Programs

School-wide programs allow for the education of all students in high poverty schools (over 40% poverty) to be supported by Title I funds. In a school-wide program, Title I is no longer a distinct program, but is coordinated with other funds to drive improved achievement in the school. ***Funds may be used for the benefit of all children in the school.*** The Title I funds are spent on the strategies that are outlined in the school's success plan (additional teachers, people to provide extra help, training for teachers, parent involvement activities). This plan must be developed in full consultation with parents, by doing a comprehensive needs assessment for the school, selecting research-based strategies, and periodically evaluating the results being obtained. If the results are not quite meeting the targets, the plan is changed.

How can you help?

We welcome you and encourage your active participation. You can **join the Parent Advisory Council**; a decision making team that establishes and evaluates the school success plan to ensure the success of the students. You can help determine the types of parental support programs that can be available in your child's school. You can come to parental events, be a mentor and/or volunteer. You can shape your school's parental involvement policy and school/parent/student compact that defines how we will all work together. Together, we can make a difference!

Oficina de Participación Familiar y Comunitaria
Información para los Padres
¿Cómo la Financiación del Título I Respalda a su Hijo/a?

¿Qué es el Título I?

El Título I es el programa más grande de financiación federal que respalda a los estudiantes académicamente en riesgo en las escuelas públicas y privadas. Por medio del Título I, el gobierno federal asigna fondos a los distritos escolares en todo el país en base al número de familias de bajos recursos en cada distrito. Cada distrito usa sus fondos del Título I para suplementar los fondos proporcionados a las escuelas. Las escuelas usan sus fondos del Título I para mejorar el logro de todos los estudiantes en su escuela.

¿Cómo son Seleccionadas las Escuelas?

Si el nivel de pobreza en una escuela está por encima de las directrices federales la escuela es elegible para recibir fondos del Título I. En el pasado, el programa de Título I del Distrito Escolar Christina se enfocaba solamente en las escuelas primarias, ahora todas las escuelas están incluidas.

¿Cómo se usan los fondos?

Programas en todas las escuelas

Los programas en todas las escuelas permiten que la educación de todos los estudiantes en las escuelas de alta pobreza (más de 40% de pobreza) sea respaldada por fondos del Título I. En un programa de toda la escuela, el Título I no es más un programa diferente, sino que es coordinado con otros fondos para llevar a cabo logros mejorados en la escuela. ***Los fondos pueden ser usados para el beneficio de todos los niños en la escuela.*** Los fondos del Título I son usados en las estrategias esbozadas en el plan de éxito de la escuela (maestros adicionales, personas que proporcionan ayuda extra, entrenamiento para los maestros, actividades de participación de los padres). Este plan debe ser desarrollado en total consulta con los padres, haciendo una comprensiva evaluación de necesidades para la escuela, seleccionando estrategias basadas en la investigación, y periódicamente evaluando los resultados obtenidos. Si los resultados no cumplen completamente con los objetivos, el plan es cambiado.

¿Cómo usted puede ayudar?

Les damos la bienvenida y los animamos a que participen activamente. Usted se puede **unir al Consejo de Orientación de Padres**; un equipo de tomar decisiones que establece y evalúa el plan de éxito del estudiante para asegurar el éxito de los estudiantes. Usted puede ayudar a determinar los tipos de programas de apoyo de los padres que están disponibles en la escuela de su hijo/a. Usted puede venir a los eventos de los padres, ser un mentor y/o un voluntario. Usted puede perfilar la política de participación de padres y el compacto de escuela/padres/estudiante que define como trabajaremos juntos en su escuela. ¡Juntos, podemos hacer una diferencia!

PTA's and PAC's – Working Collaboratively Together

Parent Teacher Associations and Parent Advisory Councils

PTA	PAC
Provides families and advocates with information on family engagement provisions within state education laws so that they can better advocate for their children's education on the school and district levels.	Schools that are receiving Title I funding must have an advisory committee or council (PAC) that represents parents of participating Title I children. The PAC works to ensure effective involvement of all parents of Title I participating children and to support the partnership between other school community stakeholders (school administration and staff, PTA's, community members, and School Leadership Team).
Promotes the welfare of children and youth in home, school, community, and places of worship. Works to raise the standards of home life, and to secure adequate laws for the care and protection of children and youth.	Involves parents of Title I participating students in an organized and timely manner with the development of the school's Title I parent involvement policy, program, and budget. In addition, parents should participate in the development and evaluation of their schools' Title I programs, including their budgets, and of their plans to support the needs of students with limited English proficiency and those with disabilities. This specifically includes, planning, review and implementation of Title I programs, joint development of the school parental involvement policy and the school-parent compact.
Serves as a powerful voice for all children, a relevant resource for families and communities, and a strong advocate for the education and well-being of every child.	Recruits parents of Title I participating students for involvement in professional development opportunities, meetings, conferences and other related activities designed to enhance the role of parents in supporting the education of their children and advancing their own educational needs.
Works to bring into closer relation the home and the school, so that parents and teachers may cooperate intelligently in the education of children and youth.	Provides information to parents of Title I participating students regarding Title I issues, and in consultation with other parents, brings questions, concerns, and ideas regarding Title I related issues to the attention of school staff, administration and other school community stakeholders.
Works to develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education.	Develops a spending plan in consultation with other parents of Title I participating students recommending how the school's minimum Title I 1% parent involvement allocation can be best utilized to support the needs of all Title I parents.



Dan Shelton, Ed.D.
Superintendent

Mariellen Taraboletti
Principal
Heather Buchanan
Assistant Principal

To: All Parents
From: Christina School District
Date: August 31, 2021

As a parent of a student at William B. Keene, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers.

1. Whether the teacher has met all Delaware licensing and certification requirements for the grades and subjects he or she teaches.
2. Whether the teacher is teaching under an emergency or other provisional certificate because of special circumstances.
3. The teacher's major, whether the teacher has any advanced degrees and, if so, the subject of the degrees, and
4. Whether any paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please contact Mrs. Taraboletti at 302-454-2018 or mariellen.taraboletti@christina.k12.de.us.

CHRISTINA SCHOOL DISTRICT BOARD OF EDUCATION

02.24 POLICY STATEMENT ON PARENT AND FAMILY INVOLVEMENT

- A. **PURPOSE:** To establish a policy on parent and family involvement and associated partnerships.
- B. **ISSUE:** The Christina Board of Education recognizes that a child's education is a responsibility shared by the school and family during the entire period the child spends in school. To support the mission of the school district to effectively educate all students to succeed, the schools and parents/families must work together as knowledgeable partners.

Although parents/families are diverse in culture, language and needs, they share the school's commitment to the educational success of their children. The District and the schools, in collaboration with parents/families, will work towards establishing programs and practices that enhance the partnership between them reflecting the specific needs of students and their families.

- C. **POLICY:** The Board directs the Superintendent to establish procedures and practices to implement the following, at a minimum:
- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools, including the process of school review and improvement will be planned and operated with meaningful consultation with parents of participating children.
 - The school district will work with its schools to ensure that the required school-level parental involvement policies and each include, as a component, a school-parent compact.
 - The school district will incorporate this district wide parental involvement policy into appropriate plans.
 - The school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
 - If the District plan for Title I, Part A, as documented in the Consolidated Grant, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
 - The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
 - The school district will be governed by the following statutory definition of parental involvement, and expects that its schools will carry out programs, activities and procedures in accordance with this definition:

CHRISTINA SCHOOL DISTRICT BOARD OF EDUCATION

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 Title I law and guidance.

Implementation activities included in the procedures and practices shall also include:

- The Christina School District will develop its district wide parent involvement plan in consultation with parents of participating children.
- Involve parents in the process of school review and improvement
- Coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance
- Coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: Reading First, Early Reading First, Even Start, Parents As Teachers, district and community preschool programs
- Build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their child's progress, and
 - how to work with educators
 - The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement

CHRISTINA SCHOOL DISTRICT BOARD OF EDUCATION

- Ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions

D. REVIEW AND REPORTING: The Board directs the Superintendent to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of all of its schools, including those schools participating in Title I, Part A. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies, procedures, and practices.

E. HISTORY:

F. REFERENCES:

- Section 1111 of the ESEA
- Section 1112 of the ESEA
- Section 1116 of the ESEA
- Section 1118 of the ESEA

200 Administración y Operaciones

258 Procedimientos generales de quejas para los Programas Federales*

1.0 Programas cubiertos por el Proceso de Quejas

Este proceso de quejas se aplicará a los siguientes programas: Título I Parte A Mejorar programas básicos operados por las Agencias Locales de Educación (*Improving Basic Programs Operated by Local Education Agencies*); Título I Parte B-1 Antes que nada, la lectura (*Reading First*); Título I Parte B-2 Antes que nada, la lectura infantil (*Early Reading First*); Título I Parte B-3 Programa de alfabetización para la familia Even Start, de William F. Goodling (*William F. Goodling Even Start Family Literacy Program*); Título I Parte C La educación de niños migratorios (*Education of Migratory Children*); Título I Parte D Programas de prevención e intervención para niños y jóvenes abandonados, delincuentes o que corren riesgo (*Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or at Risk*); Título I Parte F Reforma escolar integral (*Comprehensive School Reform*); Título I Parte G Cursos avanzados de nivelación (*Advanced Placement*); Título II Parte A Fondo para la capacitación y contratación de maestros y directores de escuelas, Subvenciones a los estados (*Teacher and Principal Training and Recruiting Fund, Grants to States*); Título II Parte A-5-2151(B) Liderazgo escolar (*School Leadership*); Título II Parte D 1 y 2 Mejorar la educación a través de la tecnología (*Enhancing Education Through Technology*); Título III Enseñanza de idiomas para estudiantes emigrantes y con dominio limitado del inglés (*Language Instruction for Limited English Proficient and Immigrant Students*); Título IV Parte A Escuelas y comunidades seguras y sin drogas (*Safe and Drug Free Schools and Communities*); Título IV Parte B Centros de enseñanza comunitarios del siglo XXI (*21st Century Community Learning Centers*); Título V Parte A Programas Innovadores (*Innovative Programs*) y Título V Parte B-1 Escuelas públicas charter (*Public Charter Schools*).

2 DE Reg. 217 (8/1/98)

7 De Reg. 161 (8/1/03)

2.0 Derecho a presentar una queja

Una organización o una persona pueden presentar una queja relacionada con una presunta violación de los Estatutos o regulaciones del Programa Federal por parte del Departamento de Educación de Delaware o de la Agencia Local de Educación. Para los efectos de esta regulación, una Agencia Local de Educación incluirá también a las escuelas charter. La queja, firmada y por escrito, deberá presentarse ante el Departamento de Educación de Delaware.

2.1 La queja deberá incluir una declaración especificando la presunta violación por parte de la Agencia de Educación del Estado o de la Agencia Local de Educación. Dichas declaraciones deberán incluir datos y documentos relacionados con la segunda violación.

2.2 El Departamento de Educación de Delaware deberá investigar la queja y emitir un informe por escrito que incluya el relato de hechos probados y la decisión a las partes involucradas en la queja dentro de los sesenta (60) días laborables siguientes a la fecha en que se reciba la queja. El Departamento de Educación de Delaware podrá conceder una extensión de este límite de tiempo únicamente si existen circunstancias excepcionales en relación con una queja en particular.

2.3 El Departamento de Educación de Delaware puede llevar a cabo una investigación independiente de la queja in situ si se determina que es necesario hacer una investigación in situ.

2.4 La queja deberá alegar una violación ocurrida no más de un (1) año antes de la fecha en que se recibió la queja.

2 DE Reg. 217 (8/1/98)

7 De Reg. 161 (8/1/03)

12 DE Reg. 208 (08/01/08)

3.0 Queja presentada ante la agencia de educación local

Se insta a las personas o a las organizaciones a presentar una queja firmada y por escrito ante la Agencia Local de Educación, antes de presentar la queja ante el Departamento de Educación de Delaware, en relación con la presunta violación por parte de la Agencia Local de Educación de un estatuto o regulación federal que sea pertinente al programa de la Agencia Local de Educación.

3.1 La queja deberá incluir una declaración especificando la presunta violación por parte de la Agencia Local de Educación. Dicha declaración deberá incluir datos y documentos relacionados con la presunta violación.

3.2 El superintendente o el director de agencia de la Agencia Local de Educación deberá investigar la queja y emitir un informe por escrito que incluya el relato de hechos probados y una decisión a las partes involucradas en la queja dentro de los sesenta (60) días laborables siguientes a la fecha en que se reciba la queja.

TÍTULO 14 DE EDUCACIÓN
CÓDIGO ADMINISTRATIVO DE DELAWARE

2

- 3.3 El reclamante podrá presentar una apelación de la decisión de la Agencia Local de Educación ante el Departamento de Educación de Delaware. La apelación deberá presentarse firmada y por escrito por la persona o por la persona que representa a la organización que hace la apelación. El Departamento de Educación de Delaware deberá resolver la apelación de la misma manera que las quejas, según se indica en 2.0.

2 DE Reg. 217 (8/1/98)

7 De Reg. 161 (8/1/03)

12 DE Reg. 208 (08/01/08)

4.0 Revisión de la decisión final por el Departamento de Educación de Estados Unidos

Cualquier parte involucrada en la queja tiene derecho a solicitar que el Secretario, Departamento de Educación de Estados Unidos, revise la decisión final del Departamento de Educación de Delaware. La solicitud de una apelación a la decisión ante el Secretario, Departamento de Educación de Estados Unidos, deberá hacerse por escrito ante el Departamento de Educación de Delaware dentro de los sesenta días siguientes a la fecha en que se reciba la notificación con la decisión.

2 DE Reg. 217 (8/1/98)

5.0 Las quejas y apelaciones al Departamento de Educación de Delaware deberán enviarse por correo a la siguiente dirección:

Secretary of Education
Delaware Department of Education
401 Federal Street
Suite 2
Dover, Delaware 19901-3639

*La Parte B de la IDEA, y sus enmiendas, cuenta con otros recursos y garantías procesales específicos especificados según la Sección 615 de la Ley para proteger a los estudiantes que tienen discapacidades. Ver el Código Admin. 14 de DE 923 Niños que tienen discapacidades Subparte B Deberes Generales e Idoneidad de las Agencias.

2 DE Reg. 217 (8/1/98)

7 De Reg. 161 (8/1/03)

12 DE Reg. 208 (08/01/08)

Este documento es una traducción en Español del procedimiento de queja oficial del estado. La versión oficial está disponible al siguiente sitio web:

<http://regulations.delaware.gov/AdminCode/title14/200/258.shtml#TopOfPage>