



*"Bridging the Gap"*

# **Title I Parent Handbook 2012-2013**



*"MCSchools... Tracking World Class"*



## **Monroe City Schools**

**Office of Instructional Support**

**2009 Auburn Avenue**

**Monroe, Louisiana 71201**

**<http://mcschools.net>**

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*“MCSchools... Tracking World Class”*

**Monroe City Schools**

**Instructional Service Center**

2009 Auburn Avenue

Monroe, Louisiana 71201

(318) 387-6511

**DOCUMENTATION OF RECEIVING  
2012-2013 TITLE I HANDBOOK**

The Title I Parental Involvement Program endeavors to provide you with important facts and information to help every child to succeed. By signing below you will help us document that you have received the following:

**The Monroe City Schools Title I Handbook including:**

- District Parental Involvement Policy
- Parents’ Right to Know
- District Homeless Education Policy
- Complaint /Grievance Procedures

I have read and received the documents listed above.

Parent’s Name Printed: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_

Parent’s Signature: \_\_\_\_\_

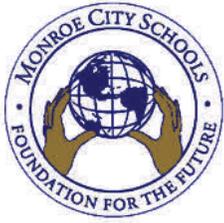
**Parents,**

*Please remove this page from your handbook and return to your child’s teacher*



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# INTRODUCTION

**OUR MISSION:** The Monroe City Schools District prepares respectful, responsible, productive citizens for the 21st Century global community. *“MCSchools... Tracking World Class”*

**OUR VISION:** The Monroe City School District is committed to excellence in teaching and learning. We hold high expectations for all students, parents, and staff. We share, with our community, the responsibility for providing a safe, caring environment designed to help students become productive citizens. We pledge all available resources to help prepare students to live and work in a rapidly changing technological society.

The Monroe City Schools Parent Handbook has been developed as a ready-reference and guide to assist parents to become more effectively involved in the educational process. Its purpose is to help parents, educators and administrators build relationships and work collaboratively to increase academic achievement of our students and our schools. Countless studies have shown that when parents are involved student performance improves. We are proud of the work that has been accomplished in our schools, but recognize that there is more to do. We maintain that *“Team Work Makes the Dream Work”*.

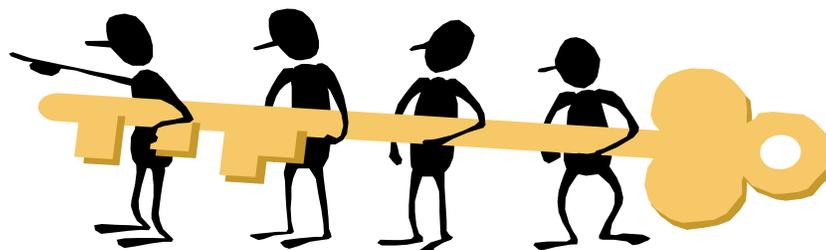
This Handbook has evolved from the No Child Left Behind Law, as indicated below:

***“Every school district will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.”***

The No Child Left Behind Act of 2001 (NCLB) builds upon this goal and provides specific, legal provisions that emphasize the rights, responsibilities and opportunities for parents, under the law and the mandate that schools shall be fully accountable to parents in educating their children.

We invite you to utilize the Parent Command Center throughout the year to check your child’s classes and get valuable information concerning your child’s academic progress. To access the Parent Command Center, go to [www.mcschools.net](http://www.mcschools.net). On the left hand side of the page, click on Parent Command Center and follow directions. Please contact your child’s school if you need further assistance with directions.

A note about terminology: Monroe City Schools District recognizes that with the changing dynamics of today’s world, what constitutes a family has changed. When we use the term *parental involvement*, we include any adult who is responsible for the care of children and helping them achieve educational excellence .



# Monroe City Schools School Board Members



<u>Name</u>	<u>District</u>	<u>Schools</u>
<i>Mr. Verbon Muhammad (President)</i>	6	Clark Magnet Elementary Barkdull Faulk Elementary Berg Jones Elementary Jefferson Upper Elementary Minnie Ruffin Elementary Martin Luther King Middle Wossman High
<i>Mr. Mickey Traweek (Vice President)</i>	3	Clark Magnet Elementary Lexington Elementary Sallie Humble Elementary Lee Jr. High Neville High
<i>Mrs. Victoria Dayton</i>	1	Clark Magnet Elementary Cypress Point Elementary Sallie Humble Elementary Carroll Junior/Senior High Neville High
<i>Mrs. Victoria Krutzer</i>	2	Clark Magnet Elementary Lexington Elementary Sallie Humble Elementary Lee Jr. High Neville High

# Monroe City Schools School Board Members cont'd.



<u>Name</u>	<u>District</u>	<u>Schools</u>
<i>Mr. Clarence Sharp</i>	4	Clark Magnet Elementary Lexington Elementary Lincoln Elementary Sallie Humble Elementary Carroll Junior/Senior High
<i>Bishop Rodney McFarland, Sr.</i>	5	Clark Magnet Elementary Carver Elementary Clara Hall Elementary Jefferson Upper Elementary Lexington Elementary Minnie Ruffin Elementary Martin Luther King Middle Carroll Junior/Senior High Wossman High
<i>Mr. Glynn Ludley</i>	7	Clark Magnet School Barkdull Faulk Elementary Berg Jones Elementary Clara Hall Elementary Jefferson Upper Elementary Madison James Foster Elementary Carroll Junior/Senior High Lee Jr. High Martin Luther King Middle Neville High Wossman High



"Bridging the Gap"

# Parents' Rights Under NCLB



"MCSchools... Tracking World Class"

Parents play a huge part in their children's education. *No Child Left Behind* (NCLB) gives parents many new rights relating to their child's education and requires school to involve parents in meaningful ways.

## You have the right to...

### Learn about Your Child's School

Under NCLB, schools and school districts are required to send home a report card that tells how well students at the school and in the district are doing. ***School and district report cards*** must be easy to understand and available in different languages. In MCS, school report cards are sent home through the mail or with students when available and may be viewed online at the Monroe City Schools website at [www.mcschools.net](http://www.mcschools.net)

### Know Your Child's Teachers

Under NCLB, parents have the right to request information about the ***quality of your child's teachers***. Teachers in core subjects must be "highly qualified", meaning they have a Bachelor's degree or higher, a teacher's license, and knowledge and skills in the subject they will be teaching. If your child has a teacher who is not highly qualified for more than four weeks in a row, the school must let you know. You can also ask for information about a teacher's qualifications at any time; you may have to ask in writing.

### Support Your Child's Education

Under NCLB, every school must have a ***school/home/parent compact***. The school/home/student Compact describes what the school and teachers will do to help students learn. The compact will also include a section that describes what parents and students are expected to do. Use it as a guide for your role in supporting your child's education. In MCS, the school/home/student compact is sent home for parents to sign at the beginning of the school year.

### Have a Voice at Your Child's School

Under NCLB, every school and district must have a written ***Parental Involvement Policy*** that describes how parents will be involved as partners in their child's education. Parents must be involved in writing the policy. In MCS, every school is required to have a ***Parent Advisory Committee (PAC)***. PACs give you a voice in what happens at your child's school. Every parent is a member of their child's school's PAC, but it helps to be an active member. Call your child's school for more information. For information regarding the district's PAC,

## **PARENTAL INVOLVEMENT IN EDUCATION DISTRICT POLICY**

The Monroe City School Board believes that a child’s parents are not only the child’s first teachers, but they also are the most important teacher that the child will have. The School Board, the school administration and staff, the parents, and the community have the responsibility of nurturing and enhancing each child’s intellectual abilities and developmental skills. Clearly, schools must work more closely with parents to effectively address the needs of children. The Monroe City School Board is dedicated to providing appropriate help, both to the schools and to the parents, in the development of a team effort toward this goal.

## **DISTRICT RESPONSIBILITIES AND SERVICES**

1. The Monroe City School Board shall provide parents with information regarding the district’s plans for implementation of the *No Child Left Behind Act of 2001* (NCLB).
2. The Monroe City School Board shall hold an annual district-wide meeting so that parents can have the opportunity to review the district’s NCLB Title I Program.
3. The Monroe City School Board shall provide notice in local newspapers of the availability of the district’s Title I Program *Application* for public review and comment.
4. The Monroe City School Board’s Title I Program shall provide to parents of participating students a copy of the district’s parent involvement policies and involve parents in the maintenance of these policies.
5. The Monroe City School Board parental involvement program shall include activities and procedures of sufficient size, scope, and quality as to provide reasonable assurance of substantial progress toward achieving the goals for school improvement and parent involvement as the implementation of the *No Child Left Behind Act of 2001*.
6. Specific activities that may be implemented by the district include:

Provide technical assistance and support to the Title I schools in planning and implementing parent involvement activities utilizing the Empowering Parents As Teachers, Too (EPATT) program. (Such as: strategies for academic improvement and Content Standards.) The Federal Programs staff, administrators, principals, key teachers and parents shall conduct/participate in regular parent trainings and meetings at all schools. These meetings shall be held during the day (grade level), after school and on Saturdays. These training sessions shall focus on the parent’s role in supporting, reinforcing, and nurturing their children in an academically feasible learning environment at home.

## DISTRICT POLICY, cont'd.

- All parental involvement strategies either at the district level or at the school level shall be written, budgeted for, or implemented throughout other budget programs and departments. Parents at identified Title I schools shall be encouraged to become involved with all school activities. In addition, the School Board shall:
  - A. Conduct an annual review and assessment, with the involvement of parents, to determine the effectiveness of the district's parent involvement program;
  - B. Provide reasonable support for parent involvement activities as parents may request;
  - C. Provide parent literacy/parent involvement activities and support through use of a mobile van to parents of students who are the most economically disadvantaged;
  - D. Provide parents with reports of progress and other appropriate information about federal programs;
  - E. Upon request, parents shall be provided information about the certification of teachers and administrators;
  - F. Provide school report cards and conduct informative workshops for clarity;
  - G. Parents at school site meetings shall be informed of the purpose and use of the *Louisiana Parent Information Center*.
  - H. The district's LEP Coordinator and Federal Programs Staff shall hold informative meetings regularly with LEP families. These meetings shall address academic proficiency meeting state standards.
  - I. The Board's parental involvement policy shall be distributed and communicated to all the schools by the Superintendent and Federal Programs staff. Schools shall devise and revise school parental involvement policies based on goals of the district. School policies shall be communicated and implemented as part of schools' compacts signed by parents, principals, teachers, and students. Effective parental involvement activities shall be measured by participation, volunteerism and increased academic performance.
  - J. Barriers to parental involvement shall be addressed at the school site. The principal, building level committee in conjunction with the school improvement committee shall address all concerns through annual and monthly Title I meetings and conferences. The director and the Title I administrative staff shall be available to give direction and assistance to schools, staffs, and parents. District-wide in-service training shall address barriers that may occur.

Teacher/Parent/Student Compacts shall serve as the mechanism schools will use to ensure that academic compacts shall be designed and executed by each school and the outcome evaluated by Title I and other district administrative staff. The Title I administrative staff along with the Title I parental involvement outreach program staff shall conduct school site meetings in conjunction with parent conferences annually. At such meetings, parents' comments shall be requested and collected.

Also at such meeting, the Title I program and allocation of funds shall be explained. Oral and written feedback shall be requested as to how the funds should be spent. The Title I EPATT staff shall conduct parent training after school and on occasional Saturdays. Parents shall be afforded professional development opportunities through site training after school and on occasional Saturdays, and in the Parent Resource Center. Parents shall also be invited to share in technology training sessions with teacher and support staff.

A. The Title I administrative staff shall meet with each school principal and the school improvement committees three (3) times a year. During such meetings, personnel shall be trained on ways of communication with and to parents.

B. During or after the fourth (4th) week of school of each school year, parents shall be notified if their child's teacher does not meet Highly Qualified standards.

The Parent Involvement policy shall be attached to the compact and sent home by every child. Additional policies shall be disseminated at Open House meetings and parent conferences.

## **SCHOOL-PARENT RELATIONS GOALS**

The Monroe City School Board shall require individual Title I schools to jointly develop, with the involvement of parents of participating students, a parent involvement plan. Parents shall be provided the opportunities to assist in the development of the schools' Title I program and the schools' parent involvement activities. The school staff and parents shall assume and share responsibility for implementation of the parent involvement plan. Such efforts shall encompass the following:

1. Each Title I school shall hold an annual meeting to inform parents of the school's participation in Title I and explain to the parents their right of participation within the Title I program.
2. Each Title I school shall appoint at least (2) parents to the school's Title I Planning School Improvement Committee and shall involve these parents in the planning and implementation of the school's Title I program.
3. Each Title I school shall offer a flexible number of meetings for parents at various times during the day so that all parents have the opportunity to participate in parent involvement activities.

Specific activities that shall be implemented by each Title I school are:

Provide parents with appropriate reports of student progress and student expectations;

Provide assistance and support to parents in helping them to work with children to improve student performance;

Conduct an annual review and assessment, with the involvement of parents, to determine the effectiveness of the school's parent involvement program;

Develop jointly, with parents a *school/parent compact* which describes the school's responsibilities for parent involvement in supporting their child's learning;

## **DISTRICT POLICY, cont'd.**

Provide family literacy/parent involvement activities and support to parents of students who are the most "at-risk" and those who are most economically disadvantaged;

Provide parents reasonable access to the school staff, opportunities to volunteer and participate in their child's learning;

Provide training to teachers and staff in reaching out to parents, communicating with parents as partners, and building coordination and collaboration with parents;

Involve community-based organizations and businesses in parent involvement and family literacy activities; and

Develop and implement plans and strategies for improving parent involvement and family literacy activities; and

Reserve not less than 1 percent (1%) of the school's Title I allocation for the support of parent involvement and family literacy activities. Part of the allocation for family involvement is allowed for schools to use for parent trainings, Saturday mornings academic fairs and materials for parent trainings.

### **Statement of Compliance**

Each student in grades 4-12 and each parent or guardian of a student in grades 4-12, shall annually sign a *Statement of Compliance*, in accordance with state law. For students, the *Statement of Compliance* shall state that the student agrees to attend school regularly, arrive at school on time, demonstrate significant effort toward completion of homework assignments, and follow school and classroom rules. For parents, the *Statement of Compliance* shall state that the parent or legal guardian agrees to ensure his/her child's daily attendance at school, ensure his/her child's arrival at school on time each day, ensure his/her child completes all assigned homework, and attend all required parent/teacher/principal conferences.

### **OTHER PROGRAMS**

In conjunction with the district services rendered under the Board's parental involvement program, the School Board shall maintain contact and communication with social service and health agencies, faith-based institutions, and community groups to support key family and community services and issues. In particular, the School Board has a strong relationship with and support from community and/or governmental organizations such as *Families in Need of Services (FINS)*, *Partners in Education*, *Medicaid LaChip*, the *Wellspring*, *Salvation Army*, *Volunteers of America of Northeast Louisiana*, *Ouachita Public Libraries*, *Family Justice Center*, *Family Matters*, the *Children's Coalition*, and *District Parent/Teacher Association (PTA)*. One of the primary goals of these groups is to support, supplement, and assist in improving involvement of parents of children in Monroe City public schools.

Ref: [20 USC 6312](#) (*Strengthening and Improvement of Elementary and Secondary Schools*)  
[20 USC 6319](#) (*Improving the Academic Achievement of the Disadvantaged*)

La. Rev. Stat. Ann. [§17:235.2](#)

**Louisiana Department of Education**  
**Complaint Procedures**  
**For**  
**The Elementary and Secondary Education Act of 1965**

If the Monroe City Schools Title I Program is not providing services in accordance with state and federal regulations, a parent may file a complaint in accordance with *The Louisiana Handbook for School Administrators*, Bulletin 741, Section 349, which is available online at the following website address: <http://www.doe.louisiana.gov/osr/lac/28v115/28v115.doc>. Parents may also request a copy of this bulletin by calling the Department's toll-free number 1-877-453-2721. This bulletin contains detailed procedures established for resolving complaints filed against the Department of Education or a local education agency pursuant to provisions of the Elementary and Secondary Education Act of 1965, 20 U.S.C. §6301, et. seq. (ESEA).

Summarized from the above handbook, complaints to the Louisiana Department of Education must (1) be in writing and (2) describe a violation of the law or a violation of federal statutes or regulations.

The written complaint must include:

- A Statement of the violation of a requirement of a pertinent federal statute or regulation;
- The facts on which the statement is based, including the name of the local education agency;
- A proposed solution for the problem;
- The parent's signature and contact information;
- Only violations occurring within the past year.

A parent is notified when a complaint has been received by the Department, and complaints will be resolved within 60 days of receiving the complaint, unless the timeline has been extended. The parent will receive a written decision addressing each violation and will also be informed of the right to request that the Secretary of the United States Department of Education review the decision made by the Louisiana Department of Education.

# What Is Title I?

- ◆ “**Title I**” is short for the “Title I, Part A of the Elementary and Secondary Education Act of 1965, reauthorized by the No Child Left Behind Act of 2001.”
- ◆ **Title I** is the nation’s largest federal assistance program for schools.
- ◆ The purpose of **Title I** is to ensure that all children regardless of race/ethnicity or social-economic status have a fair, equal, and significant opportunity to obtain a high-quality education and to reach high academic standards of achievement on state assessments/tests.
- ◆ **Title I** serves millions of elementary and secondary students in schools each year through either school wide or targeted assistance programs. **Every school in the Monroe City Schools System is a Title I School.**

## How Does Title I Work?

Federal, state and local governments work together in the following ways:

- ◆ The federal government provides funds to states submitting a plan that describes (1) what all students are expected to know and be able to do; (2) the standards of performance that all students in that state are expected to meet; (3) ways to measure the progress of schools in that state.
- ◆ The state educational agency sends the money to school districts that qualify.
- ◆ The local school district identifies eligible schools and distributes Title I resources.

## How Does Title I Help Students?

Title I schools strive to:

- ◆ Identify students most in need of educational help;
- ◆ Set goals for improvement; state standards help schools measure progress by comparing assessments of all students;
- ◆ Measure student progress using standards set in the state’s Title I plan; student progress is measured each year by administrators, teachers and parents to ensure all students are reaching the goals set for improvement;
- ◆ Involve parents in all aspects of the program; a **parent/student/teacher/school compact** helps parents understand and take part in the school’s efforts;
- ◆ The **parent/student/teacher/school compact** states the goals and responsibilities of parents, students and schools.

# **How Parents Become an Important Part of the Title I Process?**

You can make a difference by participating in your child's education by doing the following:

- ◆ Attend school events
- ◆ Join parent organizations (PTA)
- ◆ Attend parent-teacher conferences; review progress reports/communications concerning your child and the school
- ◆ Be a volunteer in your school
- ◆ Meet other parents and teachers
- ◆ Talk about homework with your child
- ◆ Show how schoolwork relates to daily life
- ◆ Keep teachers informed about events and issues that may affect your child's work or behavior

As a Parent, you're part of the Title I team!

You influence your child's education more than any teacher or school. Your involvement can boost your child's achievement! By taking an active role in Title I, you'll show your child:

- ◆ *how important he or she is to you*
- ◆ *how important education is to you*
- ◆ *that you and the school are a team.*

## **How Can You Share a Love for Learning?**

Set a good example. Let your child see you:

- ◆ Read newspapers, magazines, or books
- ◆ Write letters, grocery lists or a diary
- ◆ Use math to prepare budgets, compare prices, etc.

## **How Can You Make Learning Fun?**

Help your child build language, reading and math skills during:

- ◆ games - provide crossword puzzles, dot-to-dot drawings, word games, etc.

# THE KEYS TO SUCCESSFUL SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS EPSTEIN'S SIX TYPES OF INVOLVEMENT

In order to further enhance parental involvement in Monroe City Schools, Title I funds will support Section 1118 of *No Child Left Behind Act*, and use as a model, the Six Types of Parental Involvement, as outlined by the National Network of Partnership Schools.



**PARENTING:** Assist families with parenting and child-rearing skills, understanding child-rearing and adolescent development, and setting home conditions that support children at each age and grade level. Assist schools in understanding families.



**COMMUNICATING:** Communicate with families about school programs and student progress through effective school-to-home-to-school communications.



**VOLUNTEERING:** Improve recruitment, training, work, and schedules to involve families as volunteers and audience at the school or in other locations to support students and school programs.



**LEARNING AT HOME:** Involve families with their children in learning activities at home, including homework, and other curriculum related activities and decisions.



**DECISION-MAKING:** Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations.



**COLLABORATING WITH THE COMMUNITY:** Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

# How Can I Help My Child Succeed in School?

To help your child succeed, parents must provide the foundation upon which all learning is built. Family involvement in education can make a difference. Your involvement will help them grow into good citizens who live a life of purpose.

## At Home



- ◆ Ensure your child attends school daily and on time.
- ◆ Remember to praise and provide encouraging words, especially during difficult times.
- ◆ Reinforce expectations at home.
- ◆ Encourage your child to read. Studies confirm that reading at home is a strong indicator for academic success.
- ◆ Have frequent conversations about school, family and his/her future with your child.
- ◆ Model healthy habits, such as eating healthy, physical exercise and a stable sleep routine.
- ◆ Supervise homework, television viewing and computer use. It is important to have a regular space where your child does his or her homework. Set limits on After-school activities, such as television viewing or video games.
- ◆ Lead by example.

## At School



- ◆ Learn as much as possible about your child's school.
- ◆ Know your child's academic calendar and test dates.
- ◆ Ask for a school handbook and read it over.
- ◆ Ask your child's teacher about expectations. It is important to talk to your child's teachers early and often to identify strengths and areas of improvement.
- ◆ Stay involved in your child's school activities.

# Emergency Guidelines for Parents

Students who are denied admittance to the school may appeal to the Superintendent of the Monroe City School District or designee.

Monroe City Schools is committed to providing a safe environment for students, employees and visitors.

District personnel work collaboratively with national, state, and local safety officials-police, fire, emergency medical services, and public health- in order to ensure that all of the schools are well prepared for an emergency. The district developed a district-wide Crisis Response Plan that serves as a guide to help employees and safety partners respond swiftly should a crisis arise.

Parents should be assured to know that the safety procedures in place in the schools are extensive. Each school has a *Crisis Response Team* and safety measures in place to provide a safe learning environment for students. All employees are prepared to respond to a wide variety of school emergencies.

## **Facts and Terms Every Parent Should Know**

Should an emergency situation occur at your child's school, it is important that parents are familiar with the following terms:

### **Lockdown**

During an internal lockdown, all school interior and exterior doors are locked and students are confined to their classrooms and no entry or exit is permissible. This takes place when there is a possible threat inside or outside of the school.

### **Evacuation**

An evacuation may be necessary for the following situations: arson, fire, explosion, hazardous materials leak/spill, bomb threat, or inclement weather (tornado, hurricane, severe thunderstorms). Each school has a procedure for helping parents locate their children. Parents will be directed to a specific location where they will be required to show proper identification.

### **Shelter-In-Place**

This refers to taking refuge in an area inside or outside of a school until it is safe to release students.

For example, this procedure may be implemented inside for hazardous materials that have been released into the atmosphere. This procedure may also be implemented outside (away from the school) in case there is a bomb threat. Every school in our district has inside and outside Shelter-In-Place locations.

**Before a crisis or natural disaster occurs:**

- Ensure that your child’s enrollment form is current with accurate address and phone numbers and contains emergency contact information (doctor’s name and family contacts with authority to pick up your child).
- Check the MCS webpage for current information due to inclement weather or other emergency situations.

Stay tuned to local television or radio stations for updates on schedule changes for schools.

**In the event of a crisis or natural disaster:**

- Please do not call the school, transportation or school board office. Phone lines, if working will be used for emergency communication.
- Stay away from a school campus if it is in “lockdown” mode. You will not be allowed inside. Emergency protocol prevents administrators and teachers from opening doors under ANY circumstances. They are working to maintain calm and ensure children’s safety. It is important for parents to respect this protocol.
- Students may or may not be kept at home during a crisis situation. The superintendent and Public Relations Officer will keep parents apprised of events through the local television stations (KTVE and KNOE) and local radio stations (105 AM, 100.1 FM, and 97.3 FM).
- No elementary children will be dismissed from school unless a parent or approved designee arrives with proper identification. Elementary children may be moved to a different school site if the crisis is localized.
- Bus Riders will remain with their drivers. If a child has been left off his or her regular bus stop prior to the disaster, you should expect to find your child at home. For children who are still on a bus, the driver will make his/her way back to school as conditions permit. If it is too hazardous to move the bus, children will remain on the bus until help arrives.
- Schools are the safest places where children can be during most crises. All school employees will remain with the children until all have been reunited with their parents or approved designees.

## *Helpful Hints For Communicating With Your Child*

1. **Listen** with your **FULL** attention. A good way to ensure her/his full attention is put them in the front seat of your car and drive them around as you talk with them. (Unless they want to hurl themselves from a moving vehicle, they've got no place to run.)
2. Be aware of body language, both yours and theirs.
3. Use silence to understand your child's meanings and feelings.
4. Use open responses to keep the child talking. "I see." "Tell me more about that part."
5. Accept and respect your child's feelings. Feelings don't have to be justified, they just ARE.
6. Don't interrupt.
7. Check out your child's feelings by reflecting what s/he says. "I think I heard you say that you were really angry with Susan." "So you were feeling helpless? Like you wanted to hide?"
8. Be calm. Speak in a quiet voice. Use economy of words (don't talk too much).

9. Stick to the subject.

10. Don't assume that you are making yourself clear. Check for understanding periodically. Can you tell me in your own words what you think I'm telling you?"

11. Problem solve by discussing a variety of solutions. Emphasize your child's choice in selecting a plan of action.

11. Give your point of view as just that. It's not the law or the only good solution.

12. Don't be a dictator. Remember that children also learn by failing.. Allow the child to learn successful problem solving from failing once in a while.

13. Avoid nagging, threatening, criticizing, lecturing, or probing.

14. NO Name Calling!!! Attack the problem, not the person.

15. Whenever possible, use humor.

# Monroe City Schools District Homeless Education Program

Instructional Service Center \* 2009 Auburn Avenue – Monroe, Louisiana 71201 – Phone: 318-387-6511 Ext. 5017 Fax: 318-387-1365



The Monroe City School District’s Homeless Education Program abides by federally mandated policies to ensure that homeless children and youth have access to free, appropriate public education on the same basis as children and youth with established residences. *The McKinney-Vento Homeless Assistance Act* (Section 725(2) of Title VII, Subtitle B *Education for Homeless Children and Youth*), reauthorized in January 2002, ensures educational rights and protections for children and youth experiencing homelessness. Homeless students are part of Title I, Part A’s target population of disadvantaged students; however, the high mobility, trauma, and poverty associated with homelessness create unique educational barriers and challenges that non-homeless Title I students may not face.

The McKinney-Vento Homeless Assistance Act defines the term homelessness as “... individuals who lack affixed, regular, and adequate nighttime residence...” and includes individuals who have a primary nighttime residence that is:

- ⇒ Displaced due to a natural disaster
- ⇒ A shelter/transitional housing
- ⇒ The streets, cars, abandoned buildings, campgrounds, etc.
- ⇒ An institution that provides a temporary residence for individuals intended to be institutionalized
- ⇒ A residence with substandard living conditions (not fit for human habitation, i.e. no electricity, no heat, no running water, no windows/doors, holes in the roof/floor, no way to cook or store food)
- ⇒ Two or more families living together in crowded or undesirable living conditions (doubling/tripling up because they have no place of their own to live where they can safely and healthfully meet their basic needs in privacy and with dignity)
- ⇒ Runaway children who have run away from home and live in a shelter or inadequate accommodations even if parents are willing to provide a home
- ⇒ Unaccompanied youth

## **Academic Achievement:**

Students in homeless situations will have access to the educational and other services they need to ensure that they have an opportunity to meet the same challenging state student academic achievement standards to which all students are held.

## **School Selection:**

Monroe City School District to the extent feasible and in the best interest of the student, will keep students in homeless situations in their school of origin (the school the student attended when permanently housed or the school which the student was last enrolled), unless it is against the parent's or guardian's wishes.

Students can continue attending their school of origin the entire time they are homeless and until the end of any academic year in which they move into permanent housing.

If a student is sent to a school other than the school of origin or the school requested by the parent or guardian, the school district must provide the parent or guardian with a written decision and the right to appeal.

## **Enrollment:**

Students experiencing homelessness must be immediately enrolled, even if they do not have documents normally required for enrollment, such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents.

Enrollment schools will obtain school records from the previous school, and students must be enrolled in school while records are obtained.

## **Dispute Resolution:**

The Monroe City School District has in place procedures to resolve disputes regarding the educational placement of homeless students promptly.

If a student is sent to a school other than the school of origin or the school requested by the parent or guardian, the district will provide the parent or guardian with a written explanation of its decision and the right to appeal.

The school must refer the parent, guardian or youth to the Supervisor Student Behavior Management or the district's Homeless Liaison to carry out the dispute resolution process as promptly as possible.

## **Transportation:**

Whenever practical and at the parent's or guardian's request, homeless students will be provided transportation to and from their school of origin.

### ***Contact Information:***

#### ***State***

**Laverne Dunn, State Coordinator**  
1-800-259-8826, 1-877-453-2721  
State of Louisiana Department of Education  
P.O. Box 1642  
Baton Rouge, Louisiana 70804-9064

#### ***Local***

**Walker-Sims, MCSD Homeless Liaison**  
(318) 387-6511 Ext. 5017  
Instructional Service Center  
2009 Auburn Avenue  
Monroe, Louisiana 71201

# MCS Parent Resource Center

2009 Auburn Avenue  
Monroe, Louisiana 71201



## A RESOURCE CENTER FOR PARENTS!

Parents, you are welcome to come and get assistance with helping your child with his/her school & homework. We help with:



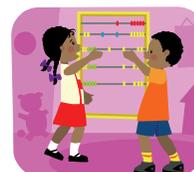
Science Projects

Activities to Do  
at Home



Reading Activities

Math Projects



Social Studies  
Projects

You can laminate, die cut, use the internet, create projects and learning activities using our materials.

(Display Boards not included.)

### ABSOLUTELY FREE!

## Parent Resource Room & "L.I.F.T. Center Hours:

Monday thru Thursday: 1:00 p.m.—5:30 p.m.

Friday: 8:00 a.m. to 4:00 p.m. (Call for appointment)

For appointments other than above times, please contact

Nydia Walker-Sims, Parent Resource Teacher @ 387-6511 Ext. 5017



MONROE CITY SCHOOLS  
*Tracking World Class*

## Parent Resources

Research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. Further, research also shows that the more intensively parents are involved in their children's learning; the more beneficial are the achievement effects. This research holds true for all types of parent involvement in children's learning and for all types and ages of students.

Listed below are some valuable on-line resources to help you be a more active participant in your child's education.

### **Awesome Library**

Awesome Library organizes the web with 35,000 carefully reviewed resources, including the top 5% in education.

### **Buddy 2 Home**

Tips for parents as well as an excellent selection of resources

### **Children's Coalition for Northeast Louisiana Youth Services Resource Directory**

a guide to services for children and youth in Ouachita and Morehouse parishes

### **Education.com**

Education.com provides expert advice, features, columns, thousands of reference articles, and a community for parents of pre-school to high school students.

### **Fact Monster**

Need a quick word definition, a date in history, or a math formula? It's in here! This fun-to-use site may not answer all your questions but it's a great start!

### **Family Education Site**

At School.FamilyEducation.com, you'll find information for parents on the educational issues affecting your child in every grade level -- from preschool through high school

### **GetSmarter**

GetSmarter knows that you want to help your children and students be successful and develop habits of lifelong learning, both in school and out. Getsmarter.org has been designed to help you achieve that goal.

# Parent Resources

## **Helping Your Child Series**

Aims to provide parents with the tools and information necessary to help their children succeed in school and life.

## **LD Online**

Parents and teachers of learning disabled children will find many resources at this site - an educational service of public television station WETA in Washington, D.C.

## **Live Homework Help**

A service of the Ouachita Parish Public Library. Requires a library card.

## **Louisiana Department of Education**

Information about school performance levels, activity calendars, and testing information

## **Math.com**

Free math lessons and math help from basic math to algebra, geometry and beyond.

## **Math Flashcards**

Interactive math flashcards online

## **Math Goodies**

Math Goodies is a math education portal with 500 pages of activities for students, parents and educators.

## **National Coalition for Parental Involvement in Education**

Foster relationships between home, school, and community to enhance the education of all our nation's young people

## **National Parent Teacher Association**

As the largest volunteer child advocacy association in the nation, PTA reminds our country of its obligations to children and provides parents and families with a powerful voice to speak on behalf of every child while providing the best tools for parents to help their children be successful students.

## **Parent Command Center**

Everything from grades to discipline notices can be found on the Monroe city PCC.

## **PBS Kids**

links to all your favorite kids shows plus some fun activities

# Parent Resources

## **Pratt's Educational Resources**

Find educational resources that include themes, books, language arts, and others. Originally designed for homeschoolers, parents, and teacher to help children learn to write, the activities are good for any student!

## **Renaissance Place Parent Access Center**

Find out your child's AR scores and what books are compatible with AR!

## **Science Fair Central**

Possibly everything you need to plan that winning science fair project this year!

## **Sites to Help Parents Help Their Children**

This website contains information on topics ranging from learning to read to planning your child's future. Features a large selection of Spanish language pages, too!

## **Super Kids Math Worksheet Creator**

Create practice math worksheets with a few clicks of the mouse. And it will even generate the answer sheet, too.

## **Thinkfinity**

Everything from interactive games to ways to help with homework

## **U.S. Department of Education Parent Resources**

This site contains tons of educational resources on topics from No Child Left Behind to finding scholarships to teaching/tutoring resources broken down by subject area.

## **World Book Web**

Online access to all the information you will ever need! Get the user name and password for Monroe City students from the school librarian.

## **Xpeditions Atlas**

When all you need is an outline map of a country, region, or state, this is your destination.



# DIBELS Next

*Dynamic Indicators of Basic Early Literacy Skills*



**Dear Parents,**

The teachers and administrators at Monroe City Schools are committed to helping your child become a successful reader. As part of this commitment, our district has chosen to use a test called *DIBELS Next* to help us examine how your child is doing in learning the important reading skills. *DIBELS Next* stands for *Dynamic Indicators of Basic Early Literacy Skills*. DIBELS measures five skills that are necessary for learning to read. Children who learn these skills become good readers. The skills are:

**Phonemic Awareness:** Hearing and using sounds in spoken words

**Alphabetic Principal:** Knowing the sounds of letters and sounding out written words

**Accurate and Fluent Reading:** Reading stories and other materials easily and quickly with few mistakes'

**Vocabulary:** Understanding and using a variety of words

**Comprehension:** Understanding what is spoken or read

DIBELS NEXT is made up of short individual tests, called subtests. Each DIBELS NEXT subtest focuses on a different skill. During an assessment session, your child may be given one to three of the DIBELS NEXT subtests depending on his or her grade level. Each DIBELS NEXT subtest takes only about one minute to perform because they are used as indicators. Much like using a thermometer to take a child's temperature is an indicator of overall health; each subtest is an indicator of how well a child is doing in learning a particular early reading skill.

A child's score on a subtest tells us whether the child is likely to be "on track" for learning to read, or whether that child may need some help in learning important reading skills.

Your child's teacher will use the information to better help your child. For example, the DIBELS NEXT test may tell us that we need to spend more time teaching your child how to "sound out" unknown words. The subtests are:

- **Letter Naming Fluency (LNF):** Assesses a child's skill at identifying both upper and lower case letters of the alphabet.
- **First Sound Fluency (FSF):** Assesses a child's skill at identifying and producing the initial sound of a given word.

- **Phoneme Segmentation Fluency (PSF):** Assesses a child's skill at producing the individual sounds within a given word.
- **Nonsense Word Fluency (NWF):** Assesses a child's knowledge of letter-sound correspondences as well their ability to blend letters together to form unfamiliar.
- **DIBELS Oral Reading Fluency (DORF):** Assesses accuracy and fluency when reading printed text, the ability to effortlessly translate letters-to-sounds-to-words.
- Retell is a comprehension subset of DORF. Retell assesses the student's ability to recall important literary elements (main characters, setting, plots, and problem/solution) along with sequencing of key events in the story.

**DIBELS Maze (Daze):** Assesses the student's ability to construct meaning from text  
DIBELS NEXT is administered to our students three times a year, mid to late September then near the end of each semester. DIBELS NEXT is one of several assessments used to identify children who may need extra help to become good readers and check up on those children while they receive the extra help to make sure they are making progress. It is also one tool used to assess the overall effectiveness of our reading program. Changes are made to the delivery of the curriculum based on these assessments. We are working hard at school to make sure that every child is on target for success, and we thank you for your efforts at home. Together, we will help your child become a successful reader.

For more information about DIBELS Next, you may contact  
your child's school

or

Mary Marx 387-6511 Ext. 5012

Dr. Lynn Morris 387-6511 Ext. 5013

Nydia Walker-Sims 387-6511 Ext. 5017

# What is the GED?

The G.E.D. is the General Educational Development program that represents the alternative to a High School Diploma. It requires tests verifying an equivalency to accepted high school standards. The GED Test is comprised of 5 tests: Mathematics, Science, Social Studies, Language Arts/Reading, and Language Arts/Writing. The candidate must earn a minimum standard score of 410 on each test and an average standard score of 450.

Students who are not enrolled in K-12 schools and who are 17 years old or older may be authorized to take the GED tests. Students 17-18 years of age must enroll in Adult Education classes and qualify to sit for the GED Test by passing the Official Half-Length GED Practice Test. The minimum passing requirements for the GED Practice and the Official GED Test are standard scores of 410 on each of five subtests and an overall average standard score of 450 on all five tests.

Those who are 19 years old or older may be authorized to take the test without enrolling in adult education or passing a qualifying test.

Those who are 19+ years of age can contact the Adult Education program in their area and be scheduled to take the GED.

Those who are 17-18 years old will have to enroll in the Adult Education program, where they will be required to take classes until demonstration of their readiness to take the GED Test. These qualification criteria will be discussed with each person upon enrollment into the program. The classes are free.

Those who are 17-18 years old will need documentation from the school system that they have officially withdrawn.

Special accommodations are available for those meeting the GED Testing Service requirements and completing the proper documentation.

Those who are 16 years of age will have to satisfy certain criteria before enrolling in an Adult Education program. State law states that a 16-year-old student cannot drop out of the K-12 school system unless that student meets certain hardship criteria:

Pregnant or actively parenting,

Incarcerated or adjudicated,

Institutionalized or living in a residential facility,

Chronic physical or mental illness, or

Family and/or economic hardships. For more information on GED testing and scheduling, please visit the [Louisiana Community & Technical System Adult Education website](#).



**Monroe City Schools Title Programs Instructional Service Center**  
 2009 Auburn Avenue  
 Monroe, Louisiana 71201  
 (318) 387-6511 Ext.  
 FAX: (318) 387-1365

## Directory of Schools

<i>School</i>	<i>Address</i>	<i>Phone</i>	<i>Principal</i>
Barkdull Faulk Elementary	2110 Jackson Street 71202	322-1300	Robert Johnson
Berg Jones Elementary	3000 Burg Jones Lane 71202	325-8982	Barry Jones
Carver Elementary	1700 Orange Street 71202	322-4245	Valeria Benson
Clara Hall Elementary	1000 Plum Street 71202	322-8501	Lametria Robinson
Clark Magnet School	1207 Washington Street 71201	322-8967	Christie Taylor
Cypress Point Elementary	6701 Mosswood Drive 71203	345-5666	Ann Cook
Lexington Elementary	1905 Spencer Avenue 71201	322-9753	Lynn Hodge
Lincoln Elementary	4200 Elm Street 71203	322-9533	Vicki Williams
Madison James Foster Elementary	1310 Richwood Road 71203	325-7979	Marquette Marshall
Minnie Ruffin Elementary	1801 Parkview Drive 71202	322-3447	Sylvia Brass
Sallie Humble Elementary	3800 Westminster Avenue 71201	325-7659	David Claxton
Thomas Jefferson Upper Elementary	1001 Pecan Street 71202	410-1378	Jacqueline Anderson
Carroll Jr. High	2913 Renwick Street 71201	322-1683	Dr. Angela Manning
Lee Jr. High	1600 North 19 <sup>th</sup> Street 71201	323-1143	Dana Mullins
Martin Luther King Middle School	3716 Nutland Road 71202	387-1825	Alvin Williams
Carroll High	2939 Renwick Street 71202	387-8441	Patrick Taylor
Neville High	600 Forsythe Avenue 71201	323-2237	Brent Vidrine
Wossman High	1600 Arizona Street 71202	387-2932	Sam Moore, III
Sherrouse Academic Center	300 Sherrouse Avenue 71203	343-3258	Robert Rash

## *2012-2013 Parental Involvement Contact Persons*



*Please contact the person listed below regarding a parental involvement activities or events for a particular school.*

<b><i>School</i></b>	<b><i>PI Contact Person</i></b>
<b>Barkdull Faulk</b>	<b>Delores King</b>
<b>Berg Jones</b>	<b>Wanda Scurfield</b>
<b>Carver</b>	<b>John Griffin</b>
<b>Clara Hall</b>	<b>Lisa Perkins</b>
<b>J.S. Clark</b>	<b>Christie Taylor</b>
<b>Cypress Point</b>	<b>Kay Pace</b>
<b>Lexington</b>	<b>Amanda Volentine</b>
<b>Lincoln</b>	<b>Kendrick Shepherd / Jennifer Staten</b>
<b>M.J. Foster</b>	<b>Barbara Hodges</b>
<b>Minnie Ruffin</b>	<b>Kasha McClay</b>
<b>Sallie Humble</b>	<b>Pam Plummer</b>
<b>Jefferson Upper</b>	<b>Yolanda Hardwell</b>
<b>Carroll Jr.</b>	<b>Ella Taylor</b>
<b>Lee Jr.</b>	<b>Katrina Roberson</b>
<b>MLK Middle School</b>	<b>San Holland</b>
<b>Carroll High</b>	<b>Shandria Newton</b>
<b>Neville</b>	<b>Dr. Christella Dawson</b>
<b>Wossman</b>	<b>Tongia Reed</b>
<b>Sherrouse</b>	<b>Ginger Wiley</b>

# ***2012-2013 CALENDAR***

**August 15, 2012 Wednesday First day for Teachers (Staff Development Day)**  
**August 16, 2012 Thursday Staff Development Day; 1st Day for Paraprofessionals**  
**August 17, 2012 Friday Staff Development Day**  
**August 20, 2012 Monday First day for Students**  
**September 3, 2012 Monday Labor Day Holiday (no school)**  
**September 27, 2012 Thursday End of First 6 weeks**  
**October 4, 2012 Thursday Elementary Parent Conferences**  
**October 5, 2012 Friday No Elementary Students, ½ Day Professional Development Elementary Staff**  
**October 18, 2012 Thursday End of 1st 9 Weeks**  
**October 25, 2012 Thursday Secondary Parent Conferences**  
**October 26, 2012 Friday No Secondary Students, ½ Day Professional Development Secondary Staff**  
**November 6, 2012 Tuesday Presidential Election Day (No School)**  
**November 8, 2012 Thursday End of 2nd 6 weeks**  
**November 19, 2012 Monday Thanksgiving Break**  
**November 26, 2012 Monday Resume School**  
**December 3, 2012 Monday Begin EOC Testing**  
**December 21, 2012 Friday Professional Development No Students**  
**December 22, 2012 Saturday Begin Christmas Break**  
**January 7, 2013 Monday School Resumes**  
**January 10, 2012 Thursday End of Semester**  
**January 17, 2013 Thursday Parent conferences**  
**January 18, 2013 Friday No Students, ½ day Professional Development**  
**January 21, 2013 Monday Martin Luther King Holiday (No School)**  
**February 18, 2013 Monday President's Day Holiday (No School)**  
**February 22, 2013 Friday End of 4th 6 Weeks**  
**March 15, 2013 Friday End of 3rd 9 Weeks**  
**March 19-21, 2013 Tuesday LEAP Phase I Testing**  
**March 25-April 1, 2013 Monday Spring/Easter Break**  
**April 2, 2013 Tuesday School Resumes**  
**April 8-17, 2013 Wednesday Phase II Testing, iLeap, ITBS Testing**  
**April 12, 2013 Friday End of 5th 6 weeks**  
**April 23, 2013 Tuesday Begin EOC Testing**  
**May 9, 2013 Thursday Seniors' Last Day**  
**May 23, 2013 Thursday Last Day for Students (1/2 Day); Last Day for Paraprofessionals**  
**May 24, 2013 Friday Last Day for Teachers**  
**May 27, 2013 Monday Memorial Day Holiday**

# *SOURCES*

- ⇒ [center.serve.org/nche/m-v.php](http://center.serve.org/nche/m-v.php)
- ⇒ [dibels.org/net](http://dibels.org/net)
- ⇒ Louisiana Department of Education
- ⇒ [mcschools.net](http://mcschools.net)
- ⇒ [nationaltitle1association.org](http://nationaltitle1association.org)
- ⇒ SEDL: A Toolkit for Title I Parental Involvement
- ⇒ [www.title1.org](http://www.title1.org)
- ⇒ [www.debbiesilver.com](http://www.debbiesilver.com)