Susquenita Elementary School
Family Involvement – Title 1

The Susquenita School District, in compliance with Title I, provides opportunities for parents, guardians, or other family members to be partners and decision-makers in various aspects of the Title I program:

1. Susquenita Elementary School operates a school wide Title I program. Therefore, all students qualify for services provided with Title I funding. As a school operating under Title I funding, Susquenita Elementary School shall:

   • Jointly develop with, and distribute to, all parents a written parental involvement policy which meets the requirements of Section 1118.
     - Review annual parent survey
     - Discuss at Principal Advisory Council meeting annually
     - Post on School webpage by September 15

   • Convene an annual meeting, to which all parents shall be invited and encouraged to attend. Parents will be informed of the school’s participation, parent involvement requirements, and their rights to be involved.
     - Annual family night focused on activities that can be done in the home.
     - Principal Advisory Council (PAC) open to all families
     - Information about parent involvement and rights in newsletters, Right to Know letter, posted on webpage

   • Offer a flexible number of parent meetings.
     - Principal Advisory Council meets during the school day at least once each school year
     - Information shared at monthly PTO meetings in the evening
     - Parent meeting scheduled during Back to School night with Intervention staff

   • Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of programs under Title I.
     - Participate in development and periodic review of School Level Plan
     - Principal Advisory Council
     - Annual parent survey
     - Feedback at conferences and individual student meetings

   • Provide parents timely information about Title I programs, a description of the Mathematics and Reading curricula in use at the school(s), the forms of assessments used to measure student progress, and the proficiency levels students are expected to meet.
Resources, descriptions, and curriculum maps available on School and District webpages
- Back to school night
- Kindergarten orientation
- Pre-school night
- Triennial progress reports on universal assessments
- Fall and winter parent-teacher conferences
- Quarterly standards based reporting in grades 1-4
- Biannual standards based reporting in kindergarten. Additional progress reports sent in kindergarten over the course of the year.
- Additional information through newsletters, mailings, and on webpage

- If requested by parents, provide 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.
  - Meetings arranged with an appropriate team or related professionals during the school day at parent or teacher request.
  - Individualized plans for students of specific concern.

- Jointly develop with, and distribute to, parents a written School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.
  - Reviewed annually at the Principal Advisory Council and revised as needed.
  - Distributed by September 15 to all parents.

- Provide assistance to parents, as appropriate, in understanding such topics as the State's academic achievement standards, state and local academic assessments, Title I requirements, how to monitor their children's progress, and how to work with teachers to improve their children's achievement.
  - Back to school Night
  - Kindergarten Orientation
  - Monthly newsletters
  - Webpage
  - Social Media postings
  - Parent education nights
  - PTO meetings
  - Parent-Teacher conferences (twice annually)

- Educate appropriate teachers, District Office personnel, principals, and other staff, with the assistance of parents, 1) in the value and importance of contributions of parents, 2) how to reach out to, communicate with, and work with parents as equal partners, 3) how to implement and coordinate parent programs, and 4) how to build ties between parents and the school.
- Faculty meetings
- In-service opportunities
- Shared journal articles, trade publications, digital resources

- To the extent feasible, coordinate and integrate parent involvement programs with community-based programs, and conduct activities that encourage and support parents in more fully participating in the education of their children.
  - Incorporate appropriate information and activities into PTO events
  - Coordinate with early education providers regarding transition and school preparation

- Ensure that information related to school and parent programs, meetings, and other activities, is sent to the parents in a format and, to the extent practicable, in a language the parents can understand.
  - Coordinate with ELL staff as needed
  - Critical documents available in Spanish and shared with those families in need

2. Notification is sent to parents prior to September 15 each school year that their child has been selected to participate in an intensive intervention outside the regular classroom. Additional parent notification as students move in or out of such programming.

3. Parent conferences are held at the end of the first marking period to inform the parents of the objectives of the child's Mathematics and/or Reading program and the achievement of the student. Student progress forms are sent to the parents as necessary during the remaining marking periods. Additional conferences are arranged during the year. In-home conferences are conducted as needed. Intervention staff will attend student conferences as needed to collaborate across environments.

4. The parent/teacher organization (PTO) is to select one or more of its current members to become a participating member of the Principal Advisory Council (PAC) for that elementary school. Teachers are welcome as members of this committee. All parents are encouraged to become active members of the PAC, as well as attend school functions such as open houses and parent/teacher conferences.

5. Principal Advisory Council members meet with the intervention staff on a scheduled basis to plan activities that will involve parents in the building Title I program. Parent and teacher input and suggestions are welcomed.

6. The Principal Advisory Council involves as many parents as possible in designing and conducting reading activities.
7. Parents, who may participate in the Principals Advisory Council, comprise the Susquenita Elementary School Title I Advisory Council. The Title I Susquenita Elementary School Advisory Council holds its annual meeting in the fall with the Intervention Coordinator, reading specialists, and other Title I parents. The Title I budget is discussed or planned, the District Title I Parent Involvement Policy is reviewed, assessment data and innovative ideas for parent involvement are shared. The components of the Title I program are stipulated. A speaker or activities involving students may additionally be featured at this meeting. Teachers are welcome on this Council.

8. Parent clinics are held throughout the school year to apprise parents of current practices in education. Materials and training are provided to parents to enable them to work with their children at home to improve academic achievement. Administrators shall plan these clinics, with the input and encourage participation of teachers.

9. The School will provide timely notification to parents of students attending the Title I school when the child has been taught for more than four (4) consecutive weeks by a teacher who is not highly qualified.