

Title 1 Annual Parent Meeting

Overview of the Title 1 Schoolwide Programs at:
Hoopeston Area CUSD #11

Purpose of the Meeting

- Federal guidelines (Every Student Succeeds Act-ESSA) require Title 1 schools to hold an annual parent meeting to explain and discuss the Title 1 Schoolwide program and requirements.
- The purpose of the meeting include
 - Informing you of the district's participation of the program
 - Explaining the requirements of Title 1
 - Explaining your rights as parents to be involved

What does it mean to be a Title 1 School?

- The school receives federal funding (Title 1 Monies) to supplement the school's existing programs. These monies are used to:
 - Identify students experiencing academic difficulties and providing timely assistance to help these students meet the State's challenging content standards
 - Purchasing supplemental staff/programs/material/supplies
 - Conducting parent and family engagement meetings/trainings/activities
- Being a Title 1 school also means parents and family involvement and knowing their rights under ESSA

What is Rtl?

- Title 1 Funds are used to support our Rtl Program
- Rtl stands for Response to Intervention
- Multi Tiered approach for early identification and support for students that struggle in the classroom.
- It is not special education
- Begins with high quality T1 (universal) instruction; use screening tools (STAR) to identify students that may be struggling learners; determine interventions based
- on the student's needs--T2 less intensive, T3 more intensive

Why is Rtl Important

- Layer of support
- Ensures that individual students' needs are met
- Framework ensures a systematic approach to help make sure students do not “slip through the cracks”
- Helps to prevent flooding of Special Education program

What does Rtl look like at Hoopeston Area?

- District Rtl committee
- District Rti Manual
- Each building has an RTI program
- Logistics of the RTI program varies from building to building based on what works best for each building; however, all programs align to the District RTI
- Currently JG is utilizing a push in model in which the interventionist provides T3 services within classrooms
- The other three buildings are utilizing a pull out model, in which the interventionists provide T3 services outside of the classroom
- All T2 services are provided by classroom teachers

The Every Student Succeeds Act (ESSA)

Title 1 Parent and Family Engagement Requirements

- The School District and all Title 1 schools must allocate at least one percent of their Title 1 budget towards programs, activities and procedures for parent and family engagement.
- The School District and all Title 1 schools must develop with, and distribute to, parents and family members, a written Title 1 Parent and Family Engagement Plan.
- All Title 1 schools are required to collaborate with parents and families in the development of the School Improvement Process (SIP) and School-Parent Compact (located in the school handbooks)

What is the LEA consolidated plan?

- The Lea Title 1 Consolidated Plan addresses how the LEA will use title 1 funds throughout the school system
 - Student academic assessment (STAR assessments)
 - Additional assistance provided to struggling students
 - Additional staff to support Rtl services
 - Coordination and integration of federal funds and programs
 - School programs including Preschool, EL and Homeless as applicable
 - Parent and Family Engagement strategies, which is included in the Parent and Family Engagement policy

What is the LEA Parent and Family Engagement Plan?

- This plan addresses how the LEA will implement the parent and family engagement requirements of ESSA. It includes:
 - The LEA's expectations for parents and families
 - How the LEA will involve parents in decision-making
 - How the LEA will work to build the school's and parent's capacity for strong parental involvement to improve student academic achievement

In addition, each school develops a SIP. What is SIP?

- The SIP is your school's continuous School Improvement Plan and includes:
 - A Needs Assessment and Summary of data
 - Goals and strategies to address the academic needs of students
 - Professional development needs
 - Coordination of resources and budget
 - Ongoing



PARENT & FAMILY
ENGAGEMENT

TITLE I

School/Parent/Student Compact

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

School Responsibilities:

The Hoopeston Area Maple, John Greer, and Middle Schools will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- Provide ongoing two-way communication between teachers and parents through parent-teacher-student conferences and frequent reports to parents.
- Provide parents reasonable access to staff.
- Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities.

Parent Responsibilities:

As a parent, I will:

- Require my child to attend school daily and be on time.
- Expect my child to show positive school behavior.
- Ensure that homework is completed.
- Participate, as appropriate, in parent-teacher-student conferences and decisions relating to my child's education.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Student Responsibilities:

As a student, I will:

- Attend school daily.
- Follow positive school behavior expectations by being safe, respectful, and responsible
- Complete daily assignments and homework to the best of my ability and ask for help when I need it.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Parent's Right To Know

(I) Whether the student's teacher—

(i) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

(ii) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and

(iii) is teaching in the field of discipline of the certification of the teacher. (II) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information stated above, parents of students in schools that receive funds under this part may request— (I) Information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and (II) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

If you have any questions or would like to add input into the plan, please contact the following:

- Suzi Root, Principal of Maple Grade School, Title 1 Coordinator
217-283-6665 or rootsk@hoopeston.k12.il.us
- Robert Richardson, Superintendent of Hoopeston Area Schools
217-283-6668