



2022-23 TITLE I, PART A PARENTAL INVOLVEMENT POLICY

The Ellsworth School Department (ESD) will implement the following Every Student Succeeds Act requirements:

1. Conduct a meaningful consultation with parents of participating children in a variety of forums to implement programs, activities, and procedures for the involvement of parents at all of its Title I, Part A schools.
2. Develop jointly with, agree on with, and distribute to parents of participating children the district's written parent involvement policy. The district will incorporate this policy into the district's strategic plan.
3. Provide technical assistance for all of its Title I, Part A schools to develop jointly with parents the school's written parental involvement policy including the School-Parent-Student Compact.
4. Provide the coordination, technical assistance, and other support necessary to assist its Title I, Part A schools in planning and implementing effective parent involvement activities to improve student academic achievement.
5. Support its Title I, Part A schools to build the schools' and parents' capacity for active parental involvement and promoting parenting skills and family literacy to improve academic achievement.
6. Coordinate and integrate parental involvement strategies for the Title I, Part A program with parental involvement strategies under other programs when feasible.
7. Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and its program in improving the academic quality of its Title I, Part A schools. The district will use the findings of the evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.

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8. Identify any barriers to greater participation by parents in activities of participating children at its Title I, Part A schools 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.

9. Ensure that all parent notifications and school reports will be in an understandable and uniform format and to the extent possible in a language that parents can understand.

STATEMENT OF PURPOSE

The Ellsworth School Department is committed to working together with parents, students, the community and other stakeholders to improve student academic achievement. The goal of the ESD is to ensure that all students graduate from high school ready to succeed in college and/or the career of their choice. The district recognizes that parents play an extremely important role as their child's first teacher and are valued partners in the educational process. As a result, parents will be included in appropriate decision-making opportunities to support student academic achievement. Partnerships with parents and the community are vital. Therefore, ESD encourages the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities. ESD wants parents to:

- Stay informed about their child's academic well-being through various forms of communication.
- Work in partnership with school staff to help their child to achieve at the highest levels.
- Communicate to their child the importance of being prepared for college and a career.

To encourage this communication, the Ellsworth Elementary-Middle School will provide the following:

- A brochure explaining each component of the Title IA program.
- Detailed reporting on each student's reading level and progress
- Report Card response meetings (one-on-one with families as needed or requested by parents when Title IA narrative report goes home each trimester)
- A parent handbook, including the Parent Involvement Policy and Schoolwide Plan.
- Monthly Newsletters
- Several platforms on which parents can access this information, such as: Parent Tab on the ESD website, EEMS Facebook page, emails, paper copies and/or phone calls.

The ESD curriculum is based on the Common Core State Standards and the Maine Learning Results which include non-negotiable objectives that must be taught at every grade level. Additionally, individual schools are held accountable for innovative instructional programs and their instructional results. Every ESD student will be provided equal access to rigorous instruction and academic programs. Universal screening tools are used to assess math and reading and include the Fountas and Pinnell Benchmark Assessment and NWEA. The State of Maine uses the Maine Education Assessment (MEA) to determine a student's achievement in Reading and Math based on the following measures: Exceeding Expectations, Meeting Expectations, Below Expectations, or Well Below Expectations. ESD recognizes that some

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students may need additional assistance which is available through the Title I, Part A program to obtain high academic achievement.

PARENTAL INVOLVEMENT IN DEVELOPING THE POLICY

All school and district activities will promote and encourage parental involvement. The district will offer Title IA parent advisory meetings to collaborate with parents and other stakeholders about the policy. Parent consultation meetings will consist of volunteers such as parents, guardians, the Title I Coordinator, the Title IA Instructional Coach, Title IA teachers, or other school staff members such as administrators, members of the community and central office staff to update the District Parental Involvement Policy. The goal is to have parent participation in the decision-making process regarding the Title I, Part A program.

CAPACITY BUILDING AND COORDINATION

The purpose of capacity building is to ensure long-term continuous parental involvement. Capacity building activities and trainings will be provided to parents to increase academic achievement through districtwide and school efforts. The district will coordinate these efforts and strategies with other federal and state programs in a variety of ways. These activities will include, but are not limited to:

- Reading Recovery Lesson Observations
- Bridge activities to smooth transition from Head Start programs
- Spring Parent Literacy Night
- Games sent home to reinforce skills taught at school
- Literature with parent tips on modeling good reading habits, etc.
- Webinars, videos and books that model supportive home activities (e.g. *We Both Read* books for modeling fluency).
- Summer Learning Opportunities
- Motivating events for all ages
- Adult Literacy, ESL Support, Technology Training
- Report Card

School-Parent-Student Compacts

A School-Parent-Student Compact is an agreement that outlines how parents, staff, and students will share responsibility for improved academic achievement. Each school must share the responsibility with parents for high student academic performance by developing a School-Parent-Student Compact cooperatively and collaboratively with parents. Parents will receive the School-Parent-Student Compact from their child's school with a list of responsibilities. Teachers, parents, and students will each have specific responsibilities for helping students achieve the goals of teachers, students, and parents. Student responsibilities may vary by grade level. Communication between parents and school personnel must be in the language parents understand to the extent possible. The School-Parent-Student Compact is strongly encouraged to be discussed at all school events. Per the United States Department of Education (USDE) statute, in elementary schools, the School-Parent-Student Compact shall be

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discussed, at least annually, at parent-teacher conferences as the compact relates to the individual child's achievement.

TYPES OF PARENTAL INVOLVEMENT

There are many ways in which parents can become involved with their child's education. ESD values contributions that take place at home, at school and in the community. Reading to children at home and talking with them at family meals are as important as volunteering at school and serving on advisory committees. Many types of parental involvement are needed in a school-home-community partnership to ensure that all children succeed. Each Title I, Part A school is responsible for creating meaningful ways for parents to be involved in their child's education. Parents are encouraged to participate in a variety of parental involvement activities such as attending our spring family literacy night, author visits, and attending after school program presentations with the students. Participation in the Title IA Parent Advisory Committee is a best practice that allows parents to be involved in an organized, ongoing and timely way in planning, reviewing and improving Title I program at the Ellsworth Elementary-Middle School. This advisory team will meet a minimum of three times per year, and welcome participation of all parents of Title I students. Please contact Rachel Kohrman Ramos, Title IA Coordinator, at (207) 664-7100 ext. 310 for membership and information about this group.

For the safety of all students, all volunteers are required to register through the Volunteer Training Program with Scott Baillargeon at (207) 667-6241.

MATCHING PROGRAMS TO THE NEEDS OF THE COMMUNITY

Each year, ESD will determine the needs of parents and children in the community through a variety of measures. This includes a districtwide annual consultation meeting which is required for parents to consult in the design, planning and implementation of its federal programs. In collaboration with the Title IA faculty at the Ellsworth School Department, a variety of workshops and programs will be made available to parents to improve the involvement in their child's education and academic achievement. Parents will be notified about these opportunities through the schools. Parents may also contact their local school office at any time to express an interest in a particular type of workshop or to make other suggestions.

In order to facilitate maximum access to these programs, the district and school faculty will provide child care during these events with a preferred ratio of one adult per five children, grouped by age spans. Child care may be provided through a number of venues including high school volunteers, Early Childhood Students from the Hancock County Technical Center and local community service organizations, such as the Rotary, the Garden Club and the Boy and Girl Scouts. Additionally, based on need, transportation such as school vans, can be provided by the ESD. Some times that programs will be offered include before and after school, breakfast and dinner time, via webinars that can be accessed from home, and during summer and school breaks.

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STAFF-PARENT COMMUNICATION

For Title I, Part A schools, communication with parents is important. To facilitate excellent communication between parent and school personnel, the school may utilize the following strategies: monthly newsletters, written notifications, phone calls, emails, social media engines and podcasts. Communication between parents and school personnel must be in the language parents understand, to the extent possible. To better assist School-Parent-Student communication, the district may provide training for school personnel on beneficial communication skills with parents. These conferences will be offered during two evenings of parent conferences, before and after school, on the phone and during school-day meetings and observations.

ANNUAL MEETING FOR TITLE I, PART A PARENTS (TO BE HELD DISTRICTWIDE AND IN EACH SCHOOL)

An Annual Meeting for Title I, Part A parents will be held prior to Open House each year. The district will provide training for schools on Title I, Part A Section 1118 and best practices in conducting the Title I, Part A Annual Meetings where parents are informed on how funds are used in their school for parental involvement activities. This Annual Meeting must be offered at times that are most convenient for parents.

EVALUATION

In collaboration with parents, ESD will conduct an Annual Consultation Meeting to review the content and effectiveness of all federal programs, and parents will be asked for their input. The district will evaluate the Title I, Part A Parental Involvement Program by collecting information from parent surveys. The parent survey results will measure any increase in parental involvement and identify any barriers to effective parental participation. Annually, ESD will review and revise, as necessary, the district Parental Involvement Policy on the basis of this annual review.

CONCLUSION

ESD is committed to ensuring that parents are partners in all Title I, Part A schools. "Parents as Partners" is one of the Core Values of the district's ideology and will be supported by the Title I, Part A Parental Involvement Program promoted by empowering parents, principals, and school and district staff.