

Searcy School District

Title I, Part A Handbook

2023-2024

Contacts:

Searcy School District

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TITLE I SCHOOLWIDE PROGRAMS

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

Qualifications

A Title I school is eligible to become a Title I Schoolwide Program when the poverty level, (determined by free and reduced meal counts, Aid for Dependent Children, census, or Medicaid) is at or above 40%.

Definition

Schoolwide programs have great latitude to determine how to organize their operations and allocate the multiple funding sources available to them. They do not have to identify particular children as eligible for services or separately track federal dollars. Instead, Schoolwide programs can use all allocated funds to increase the amount and quality of learning time. In this way, they can embrace a high-quality curriculum, according to a comprehensive plan that ensures all children meet the state's challenging academic standards.

Schoolwide programs serve all children in a school. All staff, resources, and classes are part of the overall Schoolwide program. The purpose is to generate high levels of academic achievement in core subject areas for all students, especially those students most in need. This purpose is achieved through:

- High quality instruction
- Comprehensive reform strategies and methods that are based on the use of scientifically based research
- Strategies and methods to improve teacher quality and professional development
- Consolidated use of funds

Core Elements of Schoolwide Programs

- A school operating a schoolwide program must conduct a comprehensive needs assessment that identifies the school's strengths and challenges in key areas that affect student achievement.
- The school must develop a comprehensive schoolwide program plan that describes how it will achieve the goals it has identified as a result of its needs assessment.
- The school must evaluate annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written.

Staff qualifications

All staff in a Schoolwide school, including teachers and paraprofessionals, must be highly qualified.

DISTRICT PARENTAL INVOLVEMENT POLICY

Searcy School District

Title I, Part A

The Searcy School District is committed to fostering and promoting parental involvement as required in Title I, Part A, Section 1118. To accomplish this goal, our schools will involve parents in the development of the Parent Involvement Policy and the process of school review and improvement through the following types of involvement activities:

- Parental involvement group meetings
- Conducting parent surveys
- Consultation
- Frequently scheduled parent meetings
- Conferences
- School improvement meetings

Goal 1: The Searcy School District will foster effective parental involvement strategies and support partnerships among schools, parents, and the community to improve student achievement.

Strategies for reaching goal

- Develop and disseminate district parental involvement policy.
- Conduct an annual meeting to update policy for next year's Title I, Part A program.
- Reserve of a minimum of 1% of the Title I, Part A allocation for parental involvement, with 95% going to Title I, Part A schools.
- Coordinate parental involvement activities with those of other programs.
- Establish parental involvement contact person at each of the Title I, Part A schools.
- Conduct an annual review of the effectiveness of the parental involvement policy.
- Develop district parental involvement committee to create a parental involvement policy and implement parental involvement activities as well as disseminate information to the community to promote parental involvement in the Title I, Part A schools.
- Ensure that parents of children with disabilities or limited English proficiency have the same access as other parents including information in a language and form they can understand.

Goal 2: The district will provide coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement.

Strategies for reaching goal

- Conduct ongoing site visits to observe parental involvement practices.
- Provide materials and training not otherwise available to assist parents in supporting their child's academic achievement.
- Enhance the awareness and skills of teachers, pupil services personnel, principals, and staff in reaching out to, communicating with, and working with parents as equal partners.
- Ensure, to the extent possible, that information is sent home in a language and form parents can understand.
- Provide information on adult literacy training available in the community.
- Provide a copy of the school policy at each school for parents to view as well as provide a copy to each parent.
- Monitor each Title I, Part A school to ensure that each school performs the following tasks:
 - Develops a parental involvement policy.
 - Offers flexible meeting times.
 - Provides information to parents about the school's program, including parent information guides.
 - Develops and uses a School–Parent Compact.
 - Provides training for parents in working with their child to improve academic achievement.
- Reinforce parenting skills to support the acquisition of academic skills and their application in real–life situations for parent use.
- Encourage parents to visit/volunteer at school by assisting staff in developing volunteer opportunities as well as training staff to encourage and build volunteer efforts.
- Encourage parent participation through innovative scheduling of activities through strategies such as holding meetings at a variety of times, such as morning and evenings, in order to maximize the opportunities for parents to participate in school–related activities.
- Coordinate and integrate parental involvement strategies and staff training with Reading Recovery, Reading First, Title II-A, Title IV-A, HIPPY, Head Start, and area preschools.
- Convene annual school meetings to inform parents of their school's participation in the development of the parental involvement policy and their right to be involved.

Goal 3: The district will build the school's capacity for strong parental involvement.

Strategies for reaching goal

- Provide information to participating parents in such areas as national, state, and local education goals, including parents' rights as defined in Title I, Part A.
- Assist in the development of parent engagement groups at each school.
- Encourage the formation of partnerships between schools and local businesses that include a role for parents.
- Provide resources for parents to learn about child development, child rearing practices, and academic strategies that are designed to help parents become full partners in the education of their child.
- Involve parents through an annual survey to improve school effectiveness.
- Approve reasonable and necessary expenses associated with parental involvement activities.
- Provide reasonable support for parental involvement activities at the request of participating Title I, Part A parents.

Goal 4: The district will conduct, with the involvement of parents, ongoing evaluation of the content and effectiveness of the parental involvement policy as it relates to strategies for increasing parental participation and identifying barriers to greater parent participation.

Strategies for reaching goal

- Survey parents annually, including questions to identify barriers to parental involvement.
- Provide an opportunity for parents to assist in the development of the evaluation procedures, including analysis of data collected.
- Develop procedures for collecting parent participation documentation through sign-in lists for workshops, meetings, and conferences; schedules; brochures; meeting notes; and other means as appropriate throughout the school year.
- Use findings from evaluation process to
 - Make recommendations to each participating school for parental involvement policy revisions
 - Provide suggestions for designing school improvement policies, as they relate to parental involvement
- Develop and disseminate an annual parent activity evaluation report to share with parents, staff, and the community.

SCHOOL PARENTAL INVOLVEMENT POLICY

TITLE I

Sidney Deener Elementary School

2023-2024

We are committed to working together to provide the best education for your children. Please review our current Parental Involvement Plan. We encourage and need your input in making our school the best it can be. Thank you for staying involved in your child's education. We look forward to a successful year. If you have any questions, please call our school office.

Statement of Purpose:

The faculty of our school is committed to providing a quality education for all students and to recognizing the essential role of parents and the value of their input.

Goal 1: Provide parents with the opportunity to have input in the Parental Involvement Plan at the district level and at their child's school.

Strategies

- Provide parents with a copy of the school-parent involvement plan via the Title I Handbook.
- Provide parents with opportunities to give input and suggestions for revision of the district or school plan through a variety of ways.
- Provide parents with a copy of the district's parental involvement plan.

Goal 2: Provide outreach for parents of limited English proficiency (LEP) students so they can be involved in their child's education.

Strategies

- Follow the district LEP Plan to assess possible LEP students and communicate with parents regarding this process.
- Coordinate with various agencies to assist parents of LEP students.
- Provide, whenever possible, pertinent school information in the parents' native language.

Goal 3: Provide an opportunity for parents and their children's school to jointly develop a School-Parent Compact that is to be implemented annually and includes: the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment; the way in which each parent will be responsible for supporting their child's learning; and strategies that will address the importance of ongoing communication between teachers and parents.

Strategies

- Review the School-Parent Compact annually for revisions by the Parent and Community Involvement Task Force and the school advisory council.
- Provide opportunities to review the Compact with parents during visitation day, school advisory council meetings, workshops, etc.

Goal 4: Provide notice and information under the "Parents Right to Know" requirements to all parents in Title I schools, in an understandable and uniform format and, to the extent practicable, in a language parents can understand.

Strategies

- Provide each parent with a copy of the Student Progression Plan.
- Notify parents through newsletters, parent–school organization meetings and other means that the faculty and staff are highly qualified and meet required standards.
- Notify parents, via a letter, if their teacher or paraprofessionals in their child’s classroom are not highly qualified.

Goal 5: Provide opportunities for parental involvement capacity building at the district and school levels.

Strategies

- Provide orientations for all parents interested in volunteering.
- Provide activities at a variety of times.
- Provide childcare.
- Conduct an annual parent survey requesting parental input on workshops.
- Utilize a variety of communication techniques to enhance parent participation.
- Provide opportunities for community–based organizations and businesses to support the capacity building efforts of parental involvement.
- Provide opportunities to evaluate and identify barriers to successful parental involvement.

SCHOOL-PARENT-STUDENT COMPACT

Sidney Deener Elementary School

2023-2024

SCHOOL RESPONSIBILITIES

Sidney Deener Elementary School will

1. 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.
 - *With the support of our students, parents, and community, Sidney Deener Elementary School strives to facilitate development of healthy, self-motivated, high achieving students.*
 - *We will collaboratively work to provide students with the opportunity to achieve in a safe, nurturing, technology enriched environment, accessible to all. We, therefore, accept the challenge to provide the tools necessary for each individual to acquire the skills and knowledge that will accomplish a level of proficiency and beyond.*
 - *It is our mission to promote excellence in character and academic achievement as well as a sense of school and community pride.*
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
 - *Parent-Teacher conferences are held after the completion of the first and third grading periods.*
 - *Teachers will communicate more frequently with the parent or guardian of students not performing at the level expected for their grade.*
3. Provide parents with frequent reports on their children's progress.
 - *Report cards will be generated for each student quarterly throughout the school year.*
 - *Progress reports will be generated at midpoint of each grading period*
4. Provide parents reasonable access to staff.
 - *Parents may contact the school at any time to arrange consultation with their child's teacher.*
 - *Conferences/consultation may occur before, during, or after the school day.*
5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities.
 - *The school will provide a list of volunteer opportunities and solicit ideas for other types of volunteer efforts during orientation of parents.*
 - *Teachers will explain the requirements to parents and encourage them to become involved in the school.*
 - *Brief training sessions will provide parents and community members with the information they need to participate as school volunteers in order to put them at ease and make the experience pleasant and successful.*

PARENT RESPONSIBILITIES

We, as parents, will support our children's learning through

- *Daily conversations*
- *Reading together*
- *Appropriate health, hygiene nutrition, exercise, and rest*
- *Limiting access to TV, computers, and other media*
- *Support of the educational process and respect for authority*
- *Instilling the responsibility of daily attendance and being on time for school*

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards. We will:

- *Show a positive attitude toward learning and school*
- *Always do our best*
- *Follow teacher instruction in a cooperative manner*
- *Ask for help when needed*
- *Show respect for self, other students, adults, and school property*
- *Spend time every day reading at home*
- *Limit time with TV, computers, and electronic games*

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), 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.

PARENTS' RIGHT-TO-KNOW

You have the right to request information regarding the professional qualifications of your child's classroom teachers(s). If you request this information, the district or school will provide you with answers to the following questions as soon as possible:

1. Has your child's teacher met state licensing requirements for the grade level and subject in which the teacher is providing instruction?
2. What are the college degree majors and the fields of discipline for any graduate degrees or certificates the teacher holds?
If teaching under emergency status:
3. Is the teacher working under an emergency status for which state licensing requirements have been waived?

You also have the right to request information regarding the professional qualifications of the paraprofessional(s) assisting your child's teacher(s). If you request this information, the district or school will provide you with answers to the following questions as soon as possible.

1. Is your child is receiving Title I, Part A services from a paraprofessional?
If yes,
2. Has she/he completed at least two years of study at an institution of higher education?
3. Has she/he completed an associate's (or higher) degree?
4. Has she/he met a rigorous standard of quality by meeting our state's certification procedure for determining the quality of paraprofessional staff?
5. Does she/he have the knowledge of, and the ability to assist in learning activities such as reading, writing, mathematics, and provide other support as appropriate?

If you would like to request this information, please contact your child's school office. If at any time your student has been taught for four (4) or more consecutive weeks by a teacher(s) that is not highly qualified, you will be notified by the school of this information.

COMPLAINT RESOLUTION POLICY

The Searcy School District is committed to open communication between school staff and parents at the district's Title I, Part A schools in order to reach the goal of educating all students.

We are aware that disagreements may arise periodically. These disagreements need to be resolved in a timely fashion. The following procedures have been developed to handle complaints dealing with Title I, Part A programs, services, and staff members. All Title I, Part A complaints are to be directed to the federal programs coordinator as described below.

Filing a Complaint (person with complaint does the following)

1. Gather all information related to the complaint.
2. Fill out the complaint form. Remember, being as specific as possible will help us to resolve the issue.
3. Send the complaint form to the elementary office at the address listed on the form.

Response to Complaint (central office staff does the following)

4. Investigate and prepare a response to the complaint.
5. Ask the federal programs coordinator to review the complaint form and the prepared response.
6. Set an appointment with the originators of the complaint in order to resolve the complaint. The federal programs coordinator usually arranges this meeting within five (5) working days after receipt of the complaint.

Additional Steps (if required)

7. If the complaint cannot be resolved by the federal programs coordinator, a meeting will be set up with the assistant superintendent, the federal programs coordinator, and the concerned parties.
8. The assistant superintendent will work with the federal programs coordinator to resolve the complaint.
9. If the issue is still unresolved, the federal programs coordinator will contact the state department of education's Title I, Part A office for guidance.
10. Meetings with officials from the district may be scheduled in order to resolve the complaint.
11. If additional steps beyond the state department of education are required in the resolution of the complaint, these steps will occur in accordance with the federal No Child Left Behind legislation.

Contact for Complaints

Christine Harrell
Federal Programs Coordinator
501-268-3517
801 North Elm Street
Searcy, Arkansas 72143

TITLE I, PART A COMPLAINT FORM

Name _____

Address _____

Phone Number _____ Date _____

Nature of Complaint

Do Not Write Below This Line

Date Received in Title I, Part A Office _____

Date of Conference _____ Date Resolved _____

Resolution _____

**Sidney Deener Elementary School
Title I Handbook Receipt
2023-2024**

Please sign this receipt and return it to your child's teacher.

My signature verifies the following:

Receipt of notification of the Title I Handbook which includes the
Parent and Student Compact 2023-2024

The Title I Handbook may be accessed online via the school website.

<https://www.searcyschools.org/o/sidney-deener-elementary/browse/3345>

Please select one below:

_____ I **do not** wish to receive a hard copy of the Title I Handbook and understand that I can access the electronic version from the school website.

_____ I **would** like to receive a hard copy of the Title I Handbook.

Student Name _____

Student Signature _____

Parent Signature _____ Date _____