

Georgetown Elementary School

Title I Parent Involvement Policy

2020-2021

Georgetown Elementary School believes that the partnership between parents and school staff is significant in the education of each student. Staff responsibilities, school resources and parent involvement activities involving staff members, parents/guardians, and students are outlined below. Students, parents and staff members will participate in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered and continuing communication regarding the progress in accomplishing the goal(s).

Georgetown Elementary will complete the following activities in accordance with IRSD Title One Parent Involvement Policy to ensure that:

- *parents/caregivers play an integral role in assisting their child's learning;*
 - *parents/caregivers are encouraged to be actively involved in their child's education at school; and*
 - *parents/caregivers are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child*
1. Topics such as Delaware's academic content standards, the District's content standard aligned curriculum, state and local academic assessments, student progress, helping parents work with their children to improve their children's achievement (literacy and mathematics training, technology, etc. or other topics as parents may request) will be addressed through the following activities:
 - Open House – September 3, 2020
 - Family Night (One School, One Book) – TBD
 - Donuts with Grown-ups – February 2021
 - Parent/Teacher conferences, 504, IEP and IST meetings
 - Quarterly newsletters with information on academics, behavioral incentive programs and special events
 - Academic/Behavior Incentive & Award ceremonies attended by parents/families (Knight Assemblies)
 - Online tutorials on accessing digital platforms
 2. Full participation and involvement will be encouraged through regular communication and accommodations provided to families through the use of the following:
 - Translators for Parent/Teachers conferences, Family Nights (PTO/One School-One Book), Donuts With Grown-Ups, IEP, 504, IST meetings and Open House events.
 - Newsletters, invitations to school events, and Alert Now calls will be translated into Spanish.
 - Phone calls to Spanish speaking families will be completed in Spanish. These will include information regarding academics, attendance, behavior and social/emotional topics.
 - Remote communication methods (ex: ZOOM meetings) will be utilized during the school year if school activities are required to be completed in a virtual setting.
 3. Parents will be invited to be a part of Georgetown Elementary School's Title I School and Family Involvement Budget Planning Committee.
 4. During the summer and fall of 2020 as well as the spring of 2021, Georgetown Elementary School's Title I Budget Committee will evaluate the effectiveness of the school's Parent Involvement Policy. The evaluation of the school's current policy will include parent feedback and PTO participation.
 5. Georgetown Elementary's Parent Involvement Policy and the School-Parent Compact will be distributed to parents at the beginning of each school year and will be available on the school's website.

Georgetown Elementary School

Title I School-Parent Compact: 2020-2021

Georgetown Elementary School believes that the partnership between parents and school staff is significant in the education of each student. The roles of parents/guardians, staff members and students is outlined below. Students, parents and staff members will participate in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered and continuing communication regarding the progress in accomplishing the goal(s).

School staff members must ensure that basic skills and knowledge are taught and be accountable for effective teaching. **The Georgetown Elementary School staff will:**

- Believe that all students can learn.
- Work to create an environment that fosters the attainment of state and national academic achievement standards by holding themselves, the students, and the parents accountable for meeting the academic goals of every child.
- Communicate with parents/guardians in a timely manner through parent-teacher conferences, midterm progress reports, quarterly report cards, and teacher phone calls. The school will provide Spanish translators as needed to facilitate communication between teachers and parents.
- Support parents in their efforts to engage in their child's education. Parents are encouraged to serve as chaperones for class field trips and other school activities.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs.
- Encourage parents to join school improvement decision-making committees and long-range planning teams to plan, review, and revise programs under Title I.
- Provide each parent with information regarding the student's individual state assessment results, progress reports, and report cards at parent conferences and at other times as appropriate. Parents and students will be encouraged to ask questions about this information.

- Provide opportunities for discussion between parents, administrators, and staff to address problems and to find solutions for students having difficulties, either academically or socially.

Parents play an extremely important role as their children's first teachers. Their support for the children and for the school is critical for success at every step along the way. **Parents/ guardians are asked to support the school in the following ways:**

- Set high academic expectations for your child. Let your child know that you value education.
- Monitor attendance and make sure that your child arrives to school well rested and on time.
- Provide a home environment that supports the school's efforts. Provide a place and time for completing homework and make sure that it is done.
- Communicate with your child's teacher on a regular basis. Participate, as appropriate, in decisions related to your child's education.
- Request and/or attend parent – teacher conferences and/or school functions. Parents are encouraged to take the initiative in calling their children's teachers whenever they have a concern.
- Promote positive use of your child's extracurricular time.

Students should actively participate in and work to improve their own education.

Students are asked to commit to the following:

- Come to school ready to learn.
- Complete homework and classwork assignments to the best of your ability.
- Give your parent / guardian all notices and information given to you by the school.

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Title I Parent Compact SY 2021

Signature Page

Each year the student-parent-teacher compact is reviewed and changed as needed by the Title I Advisory team. The school compact is reviewed and signed by students, parents, teachers, and principals as a commitment to the terms of the compact. Please contact us

For more information or clarification, contact:

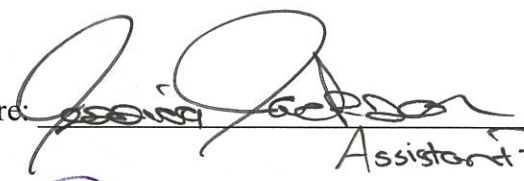
Principal: Neil Stong


Assistant Principal: Jessica Jackson

Assistant Principal: Elizabeth Illian

Reading Teacher/Instructional Specialist: Amy Pepper

(302) 856-1940

Principal's signature:  Date: 7/28/2020
Assistant Principal

Parent / Guardian:  Date: 7/28/2020

Student: Scarlett Illian Date: 7-28-2020

Compact Approved on _____