

Title I Parent/Guardian Involvement Plan

We know that parent/guardian involvement in our school can have a dramatic effect on the academic achievement of our students. This plan is developed with the goal of developing a strong partnership with all of our families so that our children will be provided with the best possible education we can offer.

So that families will better understand our school's program and how they may maximize the effectiveness of their involvement, we have addressed key areas for growth. Please feel free to discuss any questions, comments, or suggestions you may have about this plan with your child's teacher or our school principal Mr. Brian Carter. We welcome your input and suggestions!

Parents/Guardians' Involvement with the Cormier School Plan

Annually, a building Advisory committee made up of faculty representatives and parents/guardians selected by the respective school meet to review and update Cormier School's parent/guardian involvement plan. The plan is then made available to families through distribution at our school's annual fall meeting and sent out through our Weekly Wednesday update. It is also placed on the school system website.

Ashwaubenon's Use of Parent Involvement Funds

Cormier School will use its allocation of parent involvement funds to provide parents with the resources in order to meet the needs of their children. This may include:

1. Family Reading Night materials and children's books
2. Magnetic alphabet letter sets and pamphlets
3. Materials and training to help parents work with their children to improve their children's achievement.

Procedures for Parents/Guardians to Express Concerns Related to the Ashwaubenon School District's Consolidated Application for ESSA Funds

Title I funds are allocated to each school system based upon the consolidated application submitted to the school system on an annual basis. Parents/Guardians wishing to make and submit comments, should they disagree with any part of the Ashwaubenon School District's Consolidated Application for ESSA funds, may do so by submitting those concerns, in writing to:

Dr. Andrew Bake
Curriculum and Instruction Director
Ashwaubenon School District
1055 Griffiths Lane
Ashwaubenon, WI 54304

Mrs. Sheryl Stathas
Literacy Coordinator
Ashwaubenon School District
2200 True Lane
Ashwaubenon, WI 54304

Ashwaubenon School District – Cormier School and Early Learning Center

2280 S. Broadway ☎ Green Bay, WI 54304 ☎ 920-448-2870

<https://www.ashwaubenon.k12.wi.us/schools/cormier/> ☎ bcarter@ashwaubenonk12.org

Annual Meeting

Every fall, Cormier School will send its annual District Parent/Guardian Informational Schoolwide Title 1 video through Seesaw for all of the parents/guardians of children attending Cormier School. Families are notified of the meeting through notices in Seesaw, the Weekly Wednesday update through email, through our school website, and through announcements in other languages when we have families where English is not their primary language. Topics to be discussed at this year's meeting are:

- Title I participation, its services, and parent's rights
- An explanation of the school's curriculum
- The assessments used in our school to measure students' progress
- Our school's parent involvement policy
- Our school's parent compacts
- Resources available for parents

Flexible Schedule of Meetings

The leadership and staff of Cormier School have a strong belief in the importance of parental/guardian involvement and therefore have put measures in place to offer parent/guardian meetings on a flexible schedule. Our annual meeting for parents/guardians will be offered virtually with parents able to contact the appropriate teachers. Parents/Guardians are encouraged to discuss and obtain information about their child's academic or social progress. Please communicate with your teacher and or administrator by email or phone to discuss or schedule appointments.

Involvement of Parents/Guardians in Planning, Review, and Improvement of Title I Program

The Ashwaubenon School District believes in involving parents/guardians in all aspects of its Title I program. Each year during our Parent/Guardian Advisory Committee meeting, parents/guardians will participate in the review and development of the Title One Schoolwide plan.

Timely Information About the Title I Program, the Curriculum, and Academic Assessments

At the annual meeting of parents/guardians at the beginning of the school year; Cormier School will hold a general meeting where information will be presented about its Title I programs, the curriculum, and forms of academic assessments used to measure student progress. Parents/Guardians will learn about our school's program and the subjects taught. They will learn how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child.

Submission of Parent Concerns About Our Title Plan

In May of each year, Cormier School's Title One Parent Advisory Committee meets to review, evaluate, and revise our Parent/Guardian Involvement plan. These parents are recommended by the teacher/s and the parents/guardians in attendance represent our school. During the review process, parents/guardians will review the 4K/5K Title 1 surveys, school data, and the schoolwide plan. After the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school. The school will submit these concerns to the district office at the same time that the Title I plan is submitted.

School-Parent Compacts

Cormier School revises its school-parent compact in May of each year in consultation with our parent advisory committee and school leadership team. A copy of the new compact will be presented to parents during parent/teacher conferences. A copy will be maintained on the school website, and new students will be given one at the time of enrollment. The compact will be explained to the parents. They will be asked to sign the compact signifying their commitment to working in partnership with the school and their child in ensuring that their child is successful in school. The compacts will be discussed with teachers at staff meetings. Each teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. The teachers will sign the compacts and store them in his/her classroom for use during future parent-teacher and/or student-teacher conferences.

Building Teachers' and Parents'/Guardians' Capacity for Strong Parental/Guardian Involvement

To ensure effective involvement of parents/guardians and to support a partnership among Cormier School, parents/guardians, and the community to improve student academic achievement, Cormier School staff shall:

- Describe any material or resource support offered to parents/guardians in helping their children increase their academic achievement
- Describe ideas to help their child with learning literacy and math skills, use of technology, and various curriculum approaches
- Describe how continuing professional development for teachers will be implemented toward the goal of furthering their understanding and valuing of the contributions of parents/guardians, conferencing techniques, establishing positive relationships with families, how communication between homes and school may be strengthened, teacher involvement in other school family-related activities
- Share how the school provides other reasonable support for parental/guardian involvement activities as parents/guardians may request

Parents' Right-to-Know

"The Every Student Succeeds Act" requires all school systems to notify all parents that they have the right to request and receive timely information about the professional qualifications of their child's classroom teacher(s) and paraprofessional(s). This information is conveyed to parents at the annual Title 1 parent informational meeting. Parents wishing to request the professional qualifications of their child's classroom teacher(s) and paraprofessional(s) may contact the Superintendent's office.

"The Every Student Succeeds Act" also requires timely notice when a student has been assigned to or has been taught for four or more consecutive weeks by a teacher who is not "highly qualified." This includes the use of extended substitutes whose qualifications are not deemed "highly qualified." Notification to the parent shall be made in writing and will be delivered by mail.