

Camp Hill School District Eisenhower Elementary (Grades 3-5)

Parent and Family Engagement 2021-2022

The Title I Parent and Family Engagement section of the Every Student Succeeds Act (ESSA), Section 1116(b) requires each Title I school to develop a written parent and family engagement policy that describes the means for carrying out the requirements of Section 1116. The school must ensure that information related to school and parent programs, meetings, and other activities are sent to the parents of Title I children in a format and language the parents can understand.

Eisenhower Elementary develops a written Title I parental involvement policy with input from Title I parents. Title I parents receive a draft copy of the policy with information distributed at the beginning of the school year in paper form and posted on the Eisenhower Elementary web site of Heidi Myrick, reading specialist, and Suzanne Carter, Title I Coordinator, Hoover Elementary. The policy describes the means for carrying out the following Title I parent and family engagement requirements.

Due to the current COVID-19 Pandemic, many of the daytime and evening family programs noted here will not be held, or the way they are offered may be different. Families will receive communications about parent programs, meetings, and other activities offered during the 2021-2022 school year.

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Eisenhower Elementary, the following practices have been established:

- Camp Hill School District has established a Comprehensive Plan.
 - The Pennsylvania Department of Education (PDE) requires school districts to complete a strategic plan every six years. In 2011 the department revised the process and format combining the plans for academic standards and assessment, professional education, teacher induction, special education, educational technology and student services into one, now called the Comprehensive Plan. The Plan will guide our continuous improvement efforts to identify future goals and improve educational opportunities and achievement for all students. The District's Comprehensive Plan was approved by PDE on February 26, 2014 for implementation for the July 1, 2014 to June 30, 2017 cycle.
 - Camp Hill School District's Comprehensive Plan is in effect from July, 2018 through June, 2021.
 - To view the plan, please click on the Comprehensive Plan tab on the left of the Camp Hill School District homepage.

- Camp Hill School District has established a Mission Statement.
 - The Camp Hill learning community is committed to providing all students with foundational skills, knowledge and opportunities for lifelong success.

- The school convenes an annual meeting at a convenient time, to which all parents and family members of participating children are invited and encouraged to attend, to inform parents of Title I students of Eisenhower Elementary's participation as a Title I school, about Title I requirements, and about the right of parents to be involved in the Title I program.

- The school will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to foster parent involvement.
 - An annual Title I Reading Academy Parent Night is held in the fall, at which the Title 1 Reading Academy program, the Parent and Family Engagement Policy, and the Title I Reading Academy Parent Compact are discussed, reviewed, and revised with parents. These meetings also include

information to inform parents of current practices in education, how the Title I program works at school.

- Information is also given at the Title I Reading Academy Parent Night and throughout the school year to provide ideas parents may use at home to help their children learn.
- Daytime and evening parent programs are scheduled throughout the school year. Parents are informed of the programs through website notifications, school flyers, individual teacher newsletters, and Title I parent flyers. Examples of these programs include, but are not limited to
 - Back to School Night
 - Curriculum Showcase (Grades K-2)
 - Elementary PTO meetings
 - Elementary PTO Family Events
 - Walk/Bike to School Day
 - Elementary Book Fair
 - Instrumental Music and Choral Concerts
 - Parent-Teacher Conferences
 - Title I Reading Academy Parent Meetings
 - Junior Achievement (Grades K-5)
 - Kindergarten End-of-Year Celebration
 - Parent Night (for transition to grade 3) (Grade 2)
 - Fun Day (Grades K-2)
 - Field Day (Grades 3-5)
 - May Fair
 - Grades K-5 Fall Festivals, Holiday Parties, Valentine Celebrations, and End-of-Year Parties
 - Assemblies and other programs about topics such as promotion of reading, PBIS (Positive Behavior Interventions and Supports), and safe and appropriate use of technology
- The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement policy.
 - An annual Title I Reading Academy Parent Night is held yearly, at which the Title 1 Reading Academy program, the Parent and Family Engagement Policy, and the Title I Reading Academy Parent Compact are discussed, reviewed, and revised with parents.
 - Parent surveys are taken of Title I parents to determine needs for information about the Title I program and ways to help children read and learn.
- The school offers a flexible number of meetings for Title I parents.
 - Parent conferences in which the reading specialist meets with the parent and classroom teacher are held at the end of the first marking period in grades one through five to inform the parents of the objectives of the child's grade level and remedial program and the achievement of the student. These meetings are held at different reasonable times during the day and evening in order to accommodate the needs and schedules of those involved.
 - Additional conferences are arranged during the year as requested by parents or teachers.
- The school will provide parents of participating children with timely information about the Title I program.
 - Notification is sent to parents at the beginning of each school year that their child has been selected to participate in the Title 1 Reading Academy and the reasons for his/her selection. If a student qualifies for Title I instruction later in the school year, notification is sent to parents at that time. In all cases, parents are notified by the classroom teacher and/or the reading specialist to provide

information and to answer questions as needed. Parents of Reading Academy students also receive information about how to help with reading at home.

- Progress reports are distributed by the Title I reading teacher at the end of each marking period for all students involved in The Reading Academy. As applicable, parents are notified if their child has met grade level benchmarks that indicate Title I supplemental reading instruction is no longer needed and that the child's progress will be monitored after leaving the Title I program.
- The school will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards.
- The school will provide assistance to parents and family members in understanding the challenging State standards, State and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children.
 - An annual Title I Reading Academy Parent Night is held yearly, at which information about the Title 1 Reading Academy program is shared with parents. Parents are notified about how students qualify for the program, grade level expectations of students, and assessments used to monitor students' progress in reaching grade level benchmarks.
 - At Back to School Night, held at the beginning of the school year, classroom teachers share information about their grade level's expectations in achievement of State standards and grade level benchmarks, as well as assessments given in grade levels.
 - Parent conferences in which the reading specialist meets with the parent and classroom teacher are held at the end of the first marking period in grades one through five to inform the parents of the objectives of the child's grade level and remedial program and the achievement of the student. These meetings are held at different reasonable times during the day and evening in order to accommodate the needs and schedules of those involved. Additional conferences are arranged during the year as requested by parents or teachers.
- The school will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
 - Parent conferences in which the reading specialist meets with the parent and classroom teacher are held at the end of the first marking period in grades one through five to inform the parents of the objectives of the child's grade level and remedial program and the achievement of the student. These meetings are held at different reasonable times during the day and evening in order to accommodate the needs and schedules of those involved.
 - Additional conferences are arranged during the year as requested by parents or teachers.
- A school-parent-student compact will be jointly developed with parents and family members and the compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State's high standards.
 - An annual Title I Reading Academy Parent Night is held yearly, at which information about the Title 1 Reading Academy program is shared with parents. Parents are notified about how students qualify for the program, grade level expectations of students, and assessments used to monitor students' progress in reaching grade level benchmarks. In addition, parents and families review, discuss, and revise the Parent and Family Engagement Policy and the Title I Reading Academy Parent Compact.
 - At Back to School Night, held at the beginning of the school year, classroom teachers share information about their grade level's expectations in achievement of State standards and grade level benchmarks.

- Progress reports are distributed by the Title I reading teacher at the end of each marking period for all students involved in The Reading Academy. As applicable, parents are notified if their child has met grade level benchmarks that indicate Title I supplemental reading instruction is no longer needed and that the child's progress will be monitored after leaving the Title I program.
- Parent conferences in which the reading specialist meets with the parent and classroom teacher are held at the end of the first marking period in grades one through five to inform the parents of the objectives of the child's grade level and remedial program and the achievement of the student. These meetings are held at different reasonable times during the day and evening in order to accommodate the needs and schedules of those involved. Additional conferences are arranged during the year as requested by parents or teachers.
- Volunteers are always needed and welcome at Camp Hill Schools.
 - The following information, along with links to documents and external websites, can be found on the District home page by clicking the "Volunteers" link at the bottom left. Links to documents and important information can also be found here. You may also call 717-901-2400, extension 5939, with questions.
 - On December 31, 2014 Act 153 took effect, changing the requirements for volunteers. On June 29, 2015, Act 153 was amended by Act 15. Volunteers are now required to obtain new clearances every 60 months. The Camp Hill School District no longer processes or pays for volunteer clearances. Volunteers are responsible for obtaining current clearances and **submitting them to the district administration office.**
 - To be a volunteer you must submit current clearances. The links on the District site may be used to obtain/renew your clearances. All clearances submitted to the administration office **must be dated within 60 months of submission.** Volunteers must obtain updated clearances every 60 months. The date that the volunteer must go by is the expiration of the oldest clearance.
 - Parents receive an elementary parent calendar/handbook at the start of each school year and when they enter the district. This handbook contains information about the elementary schools and district policies for elementary students. Information includes the lunch program, parent-teacher conferences, communication with teachers and other district personnel, homework, code of conduct, volunteering, and PTO membership.
- The school will educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, to communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school.
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 - School staff receive inservice at the beginning and throughout the school year on a variety of topics, including information about how to communicate with parents and families regularly and to involve them in school programs and other happenings at school.
- The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs and conduct other activities that encourage and support parents and family members in more fully participating in the education of their children.

- The school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand.
- The school will to the extent practicable, provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children).
 - Parents receive an elementary parent calendar/handbook at the start of each school year and when they enter the district. This handbook contains information about the elementary schools and district policies for elementary students. Information includes the lunch program, parent-teacher conferences, communication with teachers and other district personnel, homework, code of conduct, volunteering, and CHEPTO membership. As needed or as requested by families, information is translated in written or verbal form.
 - Daytime and evening parent programs are scheduled throughout the school year. Parents are informed of the programs through website notifications, school flyers, individual teacher newsletters, and Title I parent flyers. As needed or as requested by families, information is translated in written or verbal form. Examples of these programs include, but are not limited to
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