

# **CENTRAL ELEMENTARY**

## **TITLE I PARENT INVOLVEMENT POLICY**

*Schoolwide Program School → all parents*

Central Elementary intends to follow the parental policy guidelines in accordance with *No Child Left Behind Act of 2001* as listed below. Indiana School will distribute this policy to parents of students participating in the Title 1 program and be updated periodically.

### **Policy Guidelines**

- Central Elementary will hold an annual meeting in August of 2022 and again in January of 2023. Parents will be notified in the following ways:
  - a letter sent home with students
  - a robo call to parents
  - a notice placed in the Hornet Blast
  - A notice and follow up reminders through DoJo

### **Parent Involvement**

- Families and schools must work together to help students achieve high academic standards. Creating a positive relationship between the school, family, and community is important in the overall development of your child, academically, socially, emotionally, and physically. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that parents/guardians/families will carry out to support student success in school and in life.
  - Ensure that your child attends school every day and gets adequate sleep, regular medical attention and proper nutrition.
  - Provide a quiet time and place for homework and monitor TV viewing.
  - Read to your child or encourage your child to read every day (10 - 20 minutes).
  - Regularly monitor your child's progress in school.
  - Participate, as appropriate, in decisions about your child's education.
  - Attend parent-teacher conferences.
  - Communicate the importance of education and learning to your child.
  - Respect the school, staff, students, and families.
- As parents/guardians/families, you have the right to request and receive information in a timely manner regarding your child's progress, assignments, services provided, and teacher professional qualifications.
- As parents/guardians/families, staying involved in the decision-making of your child's classes, instruction, and progress is encouraged.
- Central Elementary will provide the coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental /guardian/family involvement activities to improve student academic achievement and school performance.
  - Parents/guardians/family will be given important Title I information and policies regarding Title I services, expectations, and parents/guardians/family involvement opportunities. Each student and parents/guardians/family will sign the Beech Grove City Schools Title I Acknowledgement Form verifying they received the Parents' Right to Know Letter, School-

Parent/Guardian/Family Compact, District Family Involvement Policy, and the School Family Involvement Policy.

- Family meetings, events, and conferences, both in-person and virtually, will be scheduled at various times during the day and evening to ensure you (parents/guardians/families) have an opportunity to be an active participant in your child's education.
- Central Elementary will hold parents/guardians/family/teacher conferences/meeting opportunities each semester to discuss your child's goals, progress, strengths, and areas of improvement.
- Central Elementary will host a parents/guardians/family event once a semester to provide opportunities for staff/students/parents/guardians/family to engage in instructional strategies, learning activities, and celebrate academic success. One will be in the fall and one will be in the spring.
- Central Elementary will host parents/guardians/family instructional support sessions monthly to provide opportunities for staff/students/parents/guardians/family to engage in instructional strategies and learning activities that support students' academic success. The strategy sessions will be conducted by classroom teachers and Title I teachers.
- Central Elementary believes in the importance of open communication and encourages parents/guardians/family to monitor your child's progress and keep in contact with teachers via email, phone calls, notes, school visits, and/or home-school folders.

## **Curriculum**

- A standards-based curriculum proven to be effective is used in all Title I schools. Within each school, the curriculum varies, based on the needs and skills of the students.
- K-8 uses a combination of Heggerty Phonemic Awareness, Ortin Gillingham Phonics, Fountas and Pinnell Reading Components, Fountas and Pinnell Leveled Literacy Intervention, Phonemic Awareness Curriculum (PAwS), RAZ Kids, IReady Reading Resources, Pearson Interactive Science, IDOE resources, IReady Math, and various local standards-based materials and resources.
- All 2nd and 3rd grade students have a 120 minute reading block in which they receive whole group above and on grade level instruction, differentiated small group instruction based on their individual levels and reading behaviors, and independent learning opportunities for individualized reinforcement and feedback using IReady Independent Reading lessons. Additionally, all students will receive a 30 minute science/social studies/literacy block in which they apply literacy and critical thinking skills using non-fiction science materials. Therefore every student is engaging in a tiered literacy block, which is somewhat of an intervention in itself. All instruction is given by certified teachers.
- 2nd-3rd grade students receive both pull-out small group leveled literacy intervention on a daily basis for 30 minutes a day, 5 days a week. All pull-out and some push -in instruction is given by certified Title I teachers with some small group instruction given by Title I instructional assistants (but overseen by Certified Title I Teachers).

## **Academic Assessment and Student Progress**

- Various assessments are used to set goals and monitor student progress;

- Ortin Gillingham Phonics Screener
  - Fountas and Pinnell Benchmark Assessment
  - IReady Math and Reading
  - RAZ Kids
  - IRead
  - ILEARN
  - Local common benchmarks
  - Anecdotal notes and observation of student behaviors
- Teachers and students should discuss individual strengths and areas of improvement and set realistic goals for the year, each assessment round, and each quarter (9 weeks).
  - Students should strive to achieve and/or exceed the “typical expected growth” and higher on IReady benchmark assessments given in the fall, winter, and spring.
  - K-3 students typically strive to grow between 3-6 reading levels on the Fountas and Pinnell Benchmark Assessment System.
  - All students should strive to pass IREAD in the spring of their 3rd grade year.
  - All students should strive to show growth on the new ILEARN adaptive assessment.
  - Teachers and students should conference multiple times throughout the year to set goals, discuss strategies, discuss progress, provide encouragement, and promote student accountability for learning.
  - As parents/guardians/families you are encouraged to be involved in your student’s goal setting and progress monitoring via conferences, e-mail, phone calls, skyward, and actively participating in your child’s learning. Open communication is key to success.

### **Opportunities for decision-making related to the education of their children**

- As parents/guardians/families, you have the right to request and receive information in a timely manner regarding your child’s progress, assignments, services be provided, and teacher professional qualifications.
- As parents/guardians/families, staying involved in the decision-making of your students classes, instruction, and progress is encouraged.

### **Parent Resources**

- Teachers and Staff at each school are continuously engaged in professional development to ensure your child and family is provided a safe, caring, and engaging learning environment.
- A positive learning environment is vital in behavior management and success. Teachers, staff, and students have been trained and have implemented Positive Behavior Incentive System (PBIS) to focus and reinforce positive behaviors rather than enforce punitive measures for small negative behaviors. Parents/guardians/families should be aware of the PBIS and are encouraged to practice similar reinforcement for positive behaviors at home. You are encouraged to reach out to your child’s counselor, home-school advisor, or teacher to learn more about PBIS and effective strategies you can practice at home.
- Relationship building is an integral part of the district’s professional development plan. Teachers, staff, and students have or are also being trained in Restorative Practices and Community Circles to build and restore trust within the classroom community. Powerful discussions and healthy social support help our teachers, staff, and students learn to trust, be kind, and make good decisions that impact an entire community. You are encouraged to reach out to your child’s counselor, home-school advisor, or teacher

to learn more about Restorative Practices and Community Circles and effective strategies you can practice at home.

- Central Elementary has two counselors and teachers that have been trained in social emotional learning. As parents/guardians/families, you are encouraged to be aware and involved in the social emotional aspect of your child's education. Communication is always encouraged and welcome.
- Parents/guardians/families and students are given a Skyward sign-on and password. Teachers are to keep grades, behavior, and attendance updated at least biweekly. Parents/guardians/families are encouraged to sit down with your child and check Skyward on a regular basis. This method of communication will keep you updated on your child's progress.
- Central Elementary staff and teachers use social media to communicate with parents/guardians/families and students. You can find events, assignments, flyers, strategies, school news/updates, and community news via Central Elementary Facebook and Twitter. Parents/guardians/families are encouraged to get social media contact information from Central Elementary, teachers, coaches, etc.
- All Central Elementary teachers will provide instructional strategies, resources, and materials as needed should parents/guardians/families inquire.
- Central Elementary's counselors have a plethora of resources and contact information should families need assistance with basic necessities or help within the community.
- Central Elementary has a MLL teacher to provide services and is available for translation of information. Documents, letters, forms are sent home in the native language of the parents/guardians/families. In addition, Beech Grove City Schools has a translation firm on contract should translation services be needed. Contact Rita Bass at the Administration Building.
- The MLL parents/guardians/families, along with their children, meet with the District EL teachers once a month for family involvement, learning opportunities, activities, and relationship development. Though hosted by the District MLL Team, all teachers and staff of MLLs are invited and encouraged to participate. The District MLL Team plans activities and focuses on topics based on family surveys and expressed needs. We are in the process of starting an adult English Learning course for our families, hopefully to be housed in our high school. We continue to strive to meet the needs of our parents and expand cultural awareness to all at BGCS and in the community. We have expanded the MLL Family Evenings to ALL multilingual families, not just those in the English Learning Program. It is our desire to promote inclusivity and a sense of belonging as a district family.
- Parents/guardians/families can receive information and assistance with Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), State-run preschool programs, and Title III language instructional programs by contacting Rita Bass, District Title I Coordinator or Amy Reeves, District Quality Coordinator.

### **Parental Involvement Policy Feedback**

- Central Elementary, with the involvement of parents, will conduct an annual evaluation of the content and effectiveness of the parental involvement policy via a survey in an effort to improve the academic quality of the Central Elementary Title I, Part A program, including—

- Identifying barriers to greater participation by parents in parental involvement activities, 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;
- Central Elementary will use the feedback from the survey to design strategies for more effective parental involvement and to revise, if necessary, its parental involvement policy.
- Central Elementary teachers and staff are always open to feedback and will respond to parent concerns and/or suggestions as soon as practicably possible and provide reasonable support for parental involvement at parents' request.
- Any comments indicating parents' dissatisfaction with the Central Elementary's Title I program must be collected and submitted along with the Title I Application for Grant to the Indiana Division of Compensatory Education.

### **Parent/Guardian/Family Compact**

- [Compact](#) is attached.

### **References**

Section 1118 of *No Child Left Behind Act (NCLB) of 2001*

*Revised 7-1-22  
2022-2023 Title I Grant*

**Approved by the following:**

---

**Jennifer Doty, Central Title I Teacher**

---

**Date**

---

**Stephanie Cotter, Central Principal**

---

**Date**

---

**Rita Bass, Director of Elementary Education**

---

**Date**

---

**Dr. Steven Bair, Assistant Superintendent**

**of C&I**

---

**Date**

---

**Steph Alford, Parent and Community Member**

---

**Date**