

Frontier Elementary
Title I
School Parental Involvement Policy

NOTE: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118 of the Elementary and Secondary Education Act (ESEA) (parental involvement policy).

Frontier Elementary agrees to implement the following to fulfill statutory requirements:

PARENT INVOLVEMENT

A. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A, and to explain the requirements of such, and the right of the parents to be involved.

- The Title 1 teacher or his/her designee is responsible for publicizing and hosting meetings and opportunities to inform parents of the school's participation in Title 1, Part A, and the right of parents to be involved.
- At the meetings, parents will be provided with both the LEA and School Parent Involvement Policies, Right-to-Know Notice and Parent/School Compact.
- The meetings will be held at Frontier Elementary and will be open to all parents to fulfill School-Wide Program requirements.
- Two meetings will be scheduled at various times during the first semester to provide opportunities for parents to attend*.
- In addition to the two meetings, parents will be invited to conference with the Title 1 teacher at Open House and/or Parent/Teacher conferences, where the participation in Title 1 Part A requirements will be shared. Parents will be asked for feedback on the Parent/Involvement policy at this time.
- Open House is traditionally held the night before school starts.
- Parent/Teacher conferences are held in September.

B. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided

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under this part, transportation, child care, or home visits, as such services relate to parental involvement.

- The Title 1 Information meeting and parental involvement policy review is held annually through Open House, Parent/Teacher conferences, and two additional parent meetings at varying times of the day to accommodate parents' schedules.
- One meeting is held in the evening and another meeting in the morning.
- Funds are used to provide snacks and childcare at the meetings.

C. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy.

- At the four planned parent meetings/opportunities that take place first semester at Frontier Elementary, time is given for parent input and questions.
- Sign-in sheets will be used as evidence of parent participation.
- At the End-of-Year Celebration, parents are given a survey to gather feedback about the effectiveness of parent involvement.

D. Provide to parents timely information about Title 1, Part A programs;

- a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
- 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 practically possible.

- Information about Title 1 is distributed at the four meetings/opportunities in the first semester.
- An explanation of the curriculum used in the classrooms, currently Reading *Wonders*, and supplemental curriculum used by Title 1, *Reading Horizons*, is given through a PowerPoint presentation, video and question and answer time.
- Reading Horizons' assessments and Fountas & Pinnell assessments are given to students who are receiving Title 1 services. These assessments are reported to parents at report card time, or are available upon request throughout the year. On the assessment reports are benchmarks for progress.
- In addition, the school administers NWEA testing three times per year in grades K-6. Parents are given reports following the testing period to monitor their child(ren)'s progress.
- Opportunities for parents to partner with the school exist through Parent/Teacher Conferences, teacher communication, such as Remind email or phone calls, Response

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to Intervention (RTI) quarterly conferences for students who are receiving both Title 1 and RTI services. Teachers or parents can request a meeting or conference at any time as needed to discuss student progress.

E. Build the schools' and parents' capacity for strong parental involvement by:

- Provide assistance to parents in understanding the State's academic content and student achievement standards, how to monitor a child's progress, and work with educators to improve the achievement of their children.

- Parent/Teacher conferences are held in the first quarter of the school year.
- Teachers are required to send home bi-weekly newsletters that include academic content, standards, learning objectives.
- Grade levels maintain a website with resources, links and tips for student success.
- A monthly newsletter is sent from the school to parents that encourages involvement in their child(ren)'s education.
- A quarterly newsletter is sent to all patrons of the school corporation.
- Individual grade levels host parent nights near the beginning of school to provide parents with information and resources to assist their child at home. Expected achievement in academic standards is explained.

- Provide materials and training to help parents to work with their children, such as literacy training and using technology to foster parental involvement.

- Title I specific information, such as tips to help students at home, is sent home regularly with individual students.
- Grade levels maintain a website with resources, links and tips for student success.
- At the parent meetings, tips to help children improve their reading skills are shared with parents.
- Teachers are required to send home bi-weekly newsletters that include academic content, standards and learning objectives.
- At the parent meetings, methodology of the supplemental program, *Reading Horizons*, is explained and demonstrated. Parents are encouraged to have their child "teach" them at home.
- Book Fairs encourage reading at all levels. Book Fair is held three times per year around events that bring in parents and grandparents.
- Kindergarten Boot Camp, provided in conjunction with the White Co. United Way, provides literacy resources to at-risk incoming Kindergarten students.

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- Coordinate and integrate parent involvement programs and activities with Head Start and other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parent engagement.

☐ Preschool and Kindergarten “Roundup” night is hosted annually to present curriculum, fees, schedules, and other related topics and requirements to parents. Each community preschool also visits Frontier Elementary in the spring of each year to introduce the building to students.

☐ Kindergarten Boot Camp, provided in conjunction with the White Co. United Way, provides literacy resources to at-risk incoming Kindergarten students. A literacy assessment is given at the start and end of Boot Camp to determine effectiveness of program.

☐ Frontier School Corporation maintains a Memorandum of Understanding with Head Start to coordinate the transition of students from the Head Start program to Frontier Elementary.

- Educate educators with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

☐ Social-Emotional Learning professional development is ongoing, addressing the need to build positive relationships with students and parents.

☐ Four Counties is a mental health provider that serves children at Frontier Elementary through school-based case managers. Case managers and teachers communicate to share needs of students for services outside of school as well.

☐ Frontier School Corporation, in partnership with other White County schools, has a Family Support Specialist (FSS) to assist families in crisis situations. Coordination between the school and the FSS exists to work with parents.

☐ Positive postcards are sent home to every child at least once per semester.

☐ Frontier Elementary has an active PTO that is open to all parents. Many activities are held throughout the year to encourage parent involvement, including Pancakes and Pajamas. Daddy-Daughter dance and a Mother-Son event.

☐ The school counselor has a parent information night featuring Social-Emotional

- Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

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Frontier Elementary will provide statutorily required information regarding the Title 1 program to parents in their native language of origin.

F. Other reasonable support for parental involvement activities under section 1116, as parents may request

Parents are encouraged to reach out to the classroom or Title 1 teacher first with academic concerns.

For Social-Emotional concerns, the counselor can be contacted.

For administrative concerns, the principal or assistant principal can be contacted.

A meeting between parents and any of the stakeholders above may be arranged at any time during the school year.

Contact Information: Frontier Elementary School 219-984-5438

G. Includes a School-Parent Compact

[School-Parent Compact](#)

H. (SWP Schools) If schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.