BGCS TITLE 1 Parents Right-to-Know

Beech Grove City Schools' Board intends to follow the parental policy guidelines in accordance with the *No Child Left Behind Act of 2001* as listed below. Beech Grove City Schools' Board will distribute this policy to parents/guardians of students participating in the Title 1 program.

Family Involvement

- Beech Grove City Schools will provide opportunities for parents/guardians/family to be involved in jointly developing our district's local plan under section 1112 and in the process of school review and improvement under section 1116; via parents/guardians/family meetings and surveys. The data and parents/guardians/family feedback collected will be used to improve the plan as needed.
- Beech Grove City Schools 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 that they received the Parents' Right to Know Letter, Parent/Guardian/Family Compact, District Family Involvement Policy, and the School Family Involvement Policy.
    - Each school will hold yearly Title I meetings in their building throughout the year. To meet the scheduling needs of the parents/guardians/family, a variety of meeting times, venues, and formats will be made available at each Title I school.
    - Each Title I school 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.
    - Each Title I school will keep lines of communication open and encourage parents/guardians/family to monitor your child's progress and keep in contact with the teachers via email, phone, skyward, and/or social media.
- Beech Grove City Schools will build the schools' and parents' capacity for strong parental/guardian/ family involvement by providing parents/guardians/families with information on curriculum, progress monitor methods, growth strategies, and resources for support to ensure every child has the opportunity to learn, grow, and succeed.

Curriculum

- Beech Grove City Schools implements a Title 1 tiered support model to ensure students meet academic standards and improve performance in reading and math. These tiers allow our Instructional Leadership Teams (ILTs) to identify students' needs, provide tailored support, and ensure our students are receiving the interventions and support needed to succeed academically.
    - **Tier 1 (Universal Support):**
        - Description: A foundational level of support that includes high-quality instruction for ALL students in the general education classroom.

- Focus: Focused on ensuring that all students receive core instruction and achieve grade-level standards in all classrooms.
- Strategies: Classroom activities and assessments, differentiated instruction, and adjustments in teaching strategies based on overall classroom performance supported by professional development and classroom support led by an Instructional Coach (Grades K-6), Literacy Coach (Grades K-3), and Mentor Teachers (Grades K-6).
- Students Served: All students, with a focus on prevention and identifying students who may need extra support early on.

- **Tier 2 (Targeted Support):**
  - Description: Additional support provided to students who are struggling to meet grade-level expectations after receiving Tier 1 instruction.
  - Focus: Small group interventions that take place in the classroom to address specific skill gaps or learning needs.
  - Strategies: In addition to Tier 1 strategies, teachers will implement targeted, evidence-based interventions and more frequent progress monitoring within their classrooms supported by an Instructional Coach (Grades K-6), Literacy Coach (Grades K-3), and Mentor Teachers (Grades K-6).
  - Students Served: Identified students who need additional help beyond Tier 1 services.

- **Tier 3 (Intensive Support):**
  - Description: The most intensive level of support, designed for students with significant learning challenges who did not respond to Tier 1 and Tier 2 interventions.
  - Focus: Highly individualized support with one-on-one or very small group instruction which can occur in the classroom or in a pull out setting.
  - Strategies: In addition to Tier 1 & 2 strategies, specialized programs, intensive instruction, and frequent monitoring to track progress closely will occur supported by Instructional Coach (Grades K-6), Literacy Coach (Grades K-3), and Mentor Teachers (Grades K-6), as well all classroom teachers and support staff.
  - Students Served: A small percentage of identified students who require the highest level of support to meet academic standards.

- Additionally, all Title I schools implement a standards-based curriculum that has been proven effective. Each school adapts its curriculum to meet the specific needs and skill levels of its students.
  - In grades K–6, instruction incorporates a combination of Amplify Reading, Curriculum Associates programs, i-Ready Reading resources, Indiana Department of Education (IDOE) materials, and other locally developed, standards-aligned resources.
  - Students in grades K–4 participate in a 60–70 minute guided reading block, receiving differentiated small-group instruction tailored to their individual reading levels and behaviors. Additionally, all first-grade students engage in a separate 60–70 minute literacy block, during which they apply reading and writing skills

using nonfiction texts related to science and social studies content. This structure provides students with a "double" literacy block, offering built-in intervention support. All instruction is delivered by certified teachers.

Academic Assessment and Student Progress

- Various assessments are used to set goals and monitor student progress:
    - OG Phonics Screener
    - mClass & Amplify
    - IReady Math
    - ILEARN
    - IRead
    - 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.
- All students should strive to pass IREAD in the spring of their 2nd and/or 3rd grade year.
- All students should strive to show growth on the 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 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.

Parent Resources

- 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 incidental negative behaviors. Parents/guardians/families should be aware of PBIS and are encouraged to practice similar reinforcement for positive behaviors at home.
- Relationship building is an integral part of the district’s professional development plan. Teachers, staff, and students have or are 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.

- 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.
- Schools, teachers, staff, and coaches 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 Facebook and Twitter at each school and at the district level. Parents/guardians/families are encouraged to get social media contact information from schools, teachers, coaches, etc.
- All teachers in each building will provide instructional strategies, resources, and materials as needed should parents/guardians/families inquire.
- Counselors and home-school advisors in each building have a plethora of resources and contact information should families need assistance with basic necessities or help within the community.
- Each school has an EL teacher and/or support staff that provides instructional 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.
- The MLL parents/guardians/families, along with their children, meet with the District EL teachers three times a year for family involvement, learning opportunities, activities, and relationship development. The District MLL Team plans activities and focuses on topics based on family surveys and expressed needs. 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 your child's school principal, or Mary Story, the Director of Teaching & Learning, or Amy Reeves, Director of Exceptional Learners.

Parental Involvement Policy Feedback

- Beech Grove City Schools conducts, with the involvement of parents, 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 schools served with Title I, Part A funds, 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;
- Beech Grove City Schools uses the feedback from the survey to design strategies for more effective parental involvement and revise, if necessary, the parental involvement policies.

Expectations for Parent Involvement

- Beech Grove City Schools' Board intends that parents of participating students be provided with frequent and convenient opportunities for full and ongoing participation in the Title I program. This shall include opportunities to jointly develop the Title I program plan and suggest modifications in the process for school review and improvement.
- Any comments indicating parents' dissatisfaction with the district Title I program must be collected and submitted along with the Title I Application for Grant to the Indiana Division of Compensatory Education.
- The Title I program must be designed to assist students to acquire the competencies and achieve the goals established by law, as well as the goals and standards established by the Beech Grove City Schools' Board. These goals and standards must be shared with parents in a manner that will enable them to (1) participate in decisions concerning their child's education and (2) monitor and improve the educational achievement of their child.

School Policy

- Each school must submit its Title I school parent involvement policy, which must meet all legal requirements. This policy must be developed jointly with and distributed by the school to parents of participating students. The policy must be updated annually.
- A copy of each school's parent involvement policy shall be kept on file with the school's Title I program plan in the Central Office.

References

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

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