



FREMONT COUNTY
School District 1

400 Baldwin Creek Road
Lander, Wyoming 82520
307.332.4711 • fax: 307.332.6671 • fcsd1.com

FCSD#1 Title I Parent Handbook **What is Title I?**

Title I is a federally-funded program designed to ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education, and to reach proficiency on challenging state academic achievement standards and state academic assessments. Title I resources are distributed to schools with the greatest need and in amounts sufficient to make a difference in the improvement of instruction.

Title I supports LEAs in:

- Improving teaching by promoting effective instruction for at-risk children and for enriched and accelerated programs;
- Expanding eligibility of schools for school-wide programs that serve all children;
- Encouraging school-based planning;
- Establishing accountability based on results;
- Promoting effective parental participation;
- Supporting coordination with health and social services agencies;
- Focusing resources on the schools with the highest percentage of students in poverty.

"No person in the US shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

The following employee has been designated to handle inquiries regarding the non-discrimination policies:

Deidre Meyer, Curriculum Director/Title IX Coordinator, 863 Sweetwater Street, Lander, WY 82520 (307) 332-4711, dmeyer@landerschools.org.

For further information on notice of non-discrimination, [visit the United States Department of Education's Office for Civil Rights website](#) for the address and phone number of the office that serves your area, or call (800) 421-3481.

Ways You Can Engage In Your Child's Education:

LEARN more about the school, curriculum, special programs, Title I, and your rights and responsibilities

TEACH your child in ways that will add to what the teacher is doing

PARTICIPATE and support your child academically at school and home

MAKE DECISIONS about your child's education and academic program

KEEP IN CONTACT with your child's teacher through phone, email, online, or face-to-face conversations

Parents Right to Know Teacher Qualifications

Parents have the right to request the qualifications, including education, certification, and experience of the teachers instructing their children and of the qualifications of the paraprofessionals (teacher's aides) who work with their children. If you are interested in this information, please contact Carol Swenson, Administrative Assistant, at 307-332-4711.

Parents Right to Request Information Regarding State/Local Assessments Parents have the right to request information about state and local policies regarding student participation in required state and/or local assessments. Contact Deidre Meyer at 307-332-4711, ext. 2121 or dmeyer@landerschools.org.

Which FCSD1 schools are Title I schools?

Schoolwide:

Gannett Peak Elementary	Leslie Voxland, Principal	Megan Park, Assistant Principal
Baldwin Creek Elementary	Ani Heikkila, Principal	
Lander Middle School	Jade Morton, Principal	John Horton, Assistant Principal
Pathfinder High School*	Ceatriss Wall, Principal	
Comprehensive Support & Improvement (CSI)*		

Targeted Population:

Lander Valley High School	Brad Neuendorf, Principal	Hillary Reisig, Assistant Principal
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Parent and Family Engagement District Policy

Book District SectionK - Community TitleParent and Family Engagement (Title I Schools)

Code KBDA Status:Active

AdoptedNovember 20, 2018

Last Reviewed November 20, 2018

The Every Student Succeeds Act (ESSA) requires meaningful parent involvement in their children's education. ESSA requires that all school districts that receive Title I funds have a written parent and family engagement policy. This policy shall be developed jointly with and agreed upon by both educators and parents. The intent of this policy is to involve parents and family as partners in the process of school review and improvement, in activities to improve student academic achievement and school performance, and to have an integral role in assisting in their child's learning. Meaningful efforts will be made to ensure involvement of all parents, along with community members, including parents of students often needing supplemental assistance in order to attain proficient levels of achievement.

The District shall annually, by the end of September (or following the release of achievement data, if later), through a variety of communication avenues inform parents regarding the following:

the status of District schools as it relates to the Elementary and Secondary Education Act (ESEA), "Every Student Succeeds Act" (ESSA), student achievement results and concerns, program and rights of parents to have meaningful involvement in the planning, review and improvement of the Title I program.

The District shall offer, in addition to an annual meeting, a flexible number of meetings at times determined most appropriate to gather parental involvement in developing, reviewing and evaluating on an ongoing basis this Parent and Family Engagement Policy.

Parents shall be notified of:

1. their right to examine staff members' qualifications related to the ESSA requirement that parents of Title I students be allowed to request the qualifications of teachers and paraprofessionals providing services to their child (see policy GBJ);
2. their rights regarding their child's attendance site or participation in programs focused on school improvement;
3. assurances that all students in the District shall be involved with state-required assessment, with alternate assessments or exclusions only as allowed under Wyoming Department of Education guidelines;
4. the District's commitment to offering training annually, to parents, related to activities in the home which reinforce student progress in such areas as reading, mathematics, science, self-esteem, and others;
5. their right to be informed about progress and to be involved with decision-making regarding their child's educational program, and in a language appropriate to their circumstances;
6. Consolidated Grant resources available for use in parent activities including training, out-of-district school site visitations, and support for meeting expenses including child care, transportation, and supplies;
7. that the District shall provide opportunities for parents to meet individually with staff, at times as convenient as practicable, to discuss student progress and concerns. Parents will be informed of internet-based, secure information which they may retrieve, on a daily basis if so desired.
8. their right, if they are home-schooling parents, to have access to federally-funded programs such as Title I, Special Education, and staff development training, and that their children may participate in annual state-mandated assessments;
9. requirements as mandated by State standards, State assessments, and requirements for graduation.

The School District and parents will develop a school-parent compact that outlines how parents, students and school staff will share the responsibility for improving student achievement, and describes how parents and teachers will communicate. The School District will offer assistance to parents in understanding the education system and the state standards, and how to support their children in achievement. The District will provide materials and training to help parents work with children. The District will educate teachers and other school staff, including school leaders, in how to engage families effectively. The District will coordinate with other federal and state programs, including preschool programs. The District will provide reasonable support the parents may request and provide information in a format and language parents can understand.

Contacts:

Deidre Meyer, Curriculum Director
dmeyer@landerschools.org
307-332-4711, ext. 2121

Matt Jacobson, Community Relations Coordinator
mjacobson@landerschools.org
307-335-0109

Mike Harris, Student Services Director
mharris@landerschools.org
307-332-4711, ext. 2131

District Title I Parent Advisory Council/School-Parent Compact

A District Title I Parent Advisory Council, composed of parents from each of the District's Title I schools, shall meet a minimum of twice annually with the District Title I Director and Title I staff to address the areas described below. The required meetings shall occur in October and May, following building-level meetings in September and April.

1. Review of present implementation progress and parent input, including a review of this policy and recommendations for changes, if necessary.
2. Information and review of training opportunities for parents and staff.
3. Review of current priorities and activities and an opportunity for input from parents for additional considerations.
4. Review reports from building-level meetings and consider adoption recommendations from those meetings.
5. Make recommendations having the intent of encouraging parent participation in Title I-related activities.

Building Level Parent Involvement/School-Parent Compacts

Each Title I school shall have a committee composed of parents of Title I parents which shall meet a minimum of twice annually (September and April) with building Title I staff and administration. Among the responsibilities of each committee shall be:

1. providing support as appropriate for the school's parent conference activities including information gathering, registration, and other help to improve school-community communication;
2. providing input to the building's School-Parent Compact, particularly in areas related to parent training, instructional support in the home, and other topics focusing on student performance;
3. providing building-level recommendations to be taken to the District Title I Advisory Council, addressing the topics listed in that body's description of responsibilities;
4. involving, as appropriate, staff from "feeder" preschools.
5. outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

Each Title I school shall provide written progress reports to parents concerning their child's academic performance, on a regular basis, and shall schedule parent conferences a minimum of twice annually for individual sessions. In some instances, meetings may be held more frequently to address significant concerns or problems.

Of the Title I funds received by the District, not less than one percent (1%) shall be mandated to fund family engagement with the District sending at least ninety percent (90%) of those funds directly to the Title I school.

FCSD #1—Gannett Peak Elementary

615 Popo Agie, Lander, WY

82520

307-332-6690 Fax:

307-332-5878

Leslie Voxland, Principal

**Megan Park, Assistant
Principal**

School/Home Compact for the 2022-2023 School Year

Effective schools are a product of the commitment between families and school personnel who share the responsibility of helping students master challenging academic standards. By voluntarily entering into an agreement together with the common goal of increasing student achievement and creating lifelong learners, this partnership will be a plan for success.

PARENT AGREEMENT

I believe that my child's success in school is very important, and I understand that my participation will have a direct impact on his/her attitude and beliefs about the importance of education in his/her life. I will encourage my child by:

1. Supporting the school and teacher's homework, discipline and attendance policies.
2. Attending school functions such as Open House, conferences and other programs whenever possible.
3. Helping my child in any way possible to meet his/her responsibilities such as providing a quiet place for homework, reading with my child, setting aside time to do homework, etc.
4. Keeping an open line of communication with Gannett Peak Elementary through partnership and a willingness to participate actively in my child's education.

Parent/Guardian Signature: _____ Date: _____

STUDENT AGREEMENT

I believe I will reach the goals I have for myself because I care about my education and I know I am the one responsible for my success. I pledge to:

1. Come to class on time, ready to learn with the necessary tools for learning.
2. Complete all assignments to the best of my ability.
3. Ask for help when I need it and treat failures as a new starting point, not an ending.
4. Help create an environment of respect, attention and acceptance in my class and school.
5. Have regular study time each day for homework and reading.

Student Signature: _____ Date: _____

SCHOOL AGREEMENT

1. Provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic standards in their grade level.
2. Schedule Parent-Teacher Conferences at least twice yearly during which the student's progress will be discussed.
3. Encourage parents to communicate with teachers during conferences, through email, Bloomz, and face to face appointments.
4. Provide opportunities for parents to volunteer and participate in their child's school activities.

Gannett Peak Elementary provides services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA).



School/Home Compact for the 2021-2022 School Year

Effective schools are a product of the commitment between families and school personnel who share the responsibility of helping students master challenging academic standards. By voluntarily entering into an agreement together with the common goal of increasing student achievement and creating lifelong learners, this partnership will be a plan for success.

PARENT AGREEMENT

I believe that my child’s success in school is very important, and I understand that my participation will have a direct impact on his/her attitude and beliefs about the importance of education in his/her life. I will encourage my child by:

1. Supporting the school and teacher’s homework, discipline and attendance policies.
2. Attending school functions such as Open House, conferences and other programs whenever possible.
3. Helping my child in any way possible to meet his/her responsibilities such as providing a quiet place for homework, reading with my child, setting aside time to do homework, etc.
4. Keeping an open line of communication with Baldwin Creek Elementary through partnerships, volunteerism and a willingness to participate actively in my child’s education.

Parent/Guardian Signature: _____ Date: _____

STUDENT AGREEMENT

I believe I will reach the goals I have for myself because I care about my education and I know I am the one responsible for my success. I pledge to:

1. Come to class on time, ready to learn with the necessary tools for learning.
2. Complete all assignments to the best of my ability.
3. Ask for help when I need it and treat challenges as a new starting point, not an ending.
4. Help create an environment of respect, attention and acceptance in my class and school.
5. Have regular study time each day for homework and reading.

Student Signature: _____ Date: _____



“Every Bobcat Every Day”

www.landingschools.org

Baldwin Creek Elementary will:
SCHOOL AGREEMENT

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment to enable children to meet academic standards.
2. Hold Parent-Teacher Conferences twice yearly during which the student’s progress will be discussed.
3. Encourage parents to communicate with teachers during conferences, through email and face to face appointments.
4. Provide opportunities for parents to volunteer and participate in their child’s school activities.

Baldwin Creek Elementary provides services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA)

“Every Bobcat Every Day” www.landingschools.org

Parent Agreement

I pledge to support my child by:

- Ensuring consistent attendance and on time school arrival.
- Encouraging participation in at least one extra-curricular/co-curricular activity.
- Collaborating with LMS staff, and utilizing Parent Portal, regarding student behavior and academic progress.
- Enriching the LMS culture by embracing the school’s motto, *Every Saber, Everyday*
- Contact the teacher first if there are any concerns.
- Helping my child persevere when new skills do not come easily

Parent/Guardian Signature: _____ Date: _____

Student Agreement

I pledge to support my learning by:

- Arriving at school on time and ready to learn.
- Enriching the LMS culture by embracing the school’s motto, *Every Saber, Everyday*.
- Persevering when new skills do not come easily.
- Respecting classmates, school visitors, and all school personnel.
- Following the school rules.
- Participating in learning restorative practices.

Student Signature: _____ Date: _____

School Agreement

Lander Middle School Staff will support students by:

- Providing high-quality curriculum and instruction in a supportive and effective learning environment.
- Preparing lesson plans that provide high levels of learning for all students.
- Supporting LMS rules and expectations and enforcing rules consistently.
- Grading in an appropriate, timely, and equitable manner.
- Collaborating with parents regarding student behavior and academic progress.
- Providing quality teaching and leadership.
- Continuing efforts to develop professionally.
- Providing resources to help all students be successful in their learning.
- Demonstrating professional behavior and a positive attitude.

Teacher Signature: _____ Date: _____

School-Parent Compact

Pathfinder High School - 2022-2023 School Year

NOTE: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

SCHOOL-PARENT COMPACT

Pathfinder High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's and school's high standards.

This school-parent compact is in effect during the school year 2022-2023.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Pathfinder High School Will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Pathfinder High School has identified priority standards, written proficiency scales to define success on those standards, created the unit guides to allow appropriate pacing and integration of standards and have created the common formative assessments to assess student learning towards those standards. We have a Building Intervention Team (BIT) that monitors student progress and ensures that all students have what they need to be successful. Some of the tools that we employ for Tier 2 intervention are the CCRA & B Blocks where students are referred for either will or skill issues. We have also employed Title I Math and Reading Interventionist teachers to allow for Tier 3 intervention and have identified students who would best benefit from such intervention.

2. **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

Three times annually at the end of the 1st, 2nd and 3rd Semesters.

3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

Progress reports are sent home at mid semester and final report cards are mailed home at the end of the semester. Parents are also able to monitor student progress in real time through our Parent Portal.

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

Before and after school and by appointment during their prep.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Anytime as requested so long as it does not create an interruption to the education of others.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitoring attendance.*
- *Making sure that all requirements are completed.*
- *Monitoring the amount of electronic use by students.*
- *Being active in the education and activities of my student.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving to the extent possible, on parent groups.*

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Complete, to the best of my ability all things assigned by the teacher and ask for help when I need to.*
- *Have good attendance and be a productive and responsible student while in attendance. Ensure that when you are not in attendance you have taken care of your responsibilities for what you have missed.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*

Pathfinder High School will:

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

(Source: Extract- Appendix E:USDE Non Regulatory Parental Involvement Guidance)