

Title 1

Parent Handbook

Parent--School Compact
Parent Right to Know
Parent Involvement in Education



Hardin Northern Schools

11589 State Route 81
Dola, Ohio 45835
419-759-2331 1406

Clare Poling, Ext.
Clare.poling@hardinnorthern.org

What is Title 1 and how are the services determined?

Title I is a federal grant program designed to give educational assistance to students living in areas of high poverty. The Title I program originated in 1965 when Congress passed the Elementary and Secondary Education Act, and was reauthorized in 2001 with the passage of the No Child Left Behind Act. Title I is one of the oldest and largest federal programs supporting elementary and secondary education, over 90% of the school systems in the United States receive some sort of Title I funding. The parent handbook is provided to inform parents of the Title I programs within the Hardin Northern Local Schools. Programs are planned through a series of steps. Students are identified through various diagnostics, teacher, and parent recommendations. Through the vision of the Ohio Improvement Process (OIP), a needs assessment is completed to determine needed changes that are necessary to meet the educational standards. Teachers, staff, and parents plan how to best meet the needs identified through the assessments. The process flows from a District Leadership Team consisting of District Administrators, Teachers, Academic Coaches, Parents, and Business Leaders, that sends information down to the Buildings and Teacher Based Teams. Teachers receive training on how to meet the needs and to effectively implement the plan. Resources are gathered to implement the plan with a yearly review conducted to examine results and to evaluate needs again. Hardin Northern participates in a yearly evaluation called the Decision Framework and Development of the CCIP: Comprehensive Continuous Improvement Plan. This planning is completed through the OIP Process. New goals are designed yearly to maintain continuous goal setting and to ensure that the needs of all Hardin Northern students are being met.

Title I is a federally funded education program that works to give all children a chance to learn at higher academic standards. Its purpose is to prevent failure by ensuring that more children experience success in school. Sometimes children need assistance to meet the standards Ohio has set for all children including children who:

Have trouble reading

Comprehending below their grade levels

Have trouble connecting what they read to other contents

School-wide programs were first authorized under Title I of the Elementary and Secondary Education Act of 1978.

School-wide programs offer all the students in the building the chance to learn with a wider array of options. A framework for change is necessary, one based on high standards supporting comprehensive planning and continuous professional

Development with flexibility to draw on all resources and clear accountability for results. Only buildings with a high number of students participating in the free and reduced price lunch program are eligible to be school-wide buildings.



Goals established by the Hardin Northern Local School District Leadership Team are in compliance with state and federal guidelines. The following goals have been identified for all students and staff.

- 1. Achievement on State Assessments will Increase to meet Annual Measurable Objectives additionally Local Assessments will be at high levels Of cognitive demand.**
 - a. The elementary will use national testing service (Aimswen to compare to national norms*
 - b. Use BAS to look at reading level growth across grade levels*
 - c. Quarterly Formative Assessments will be given at all grade levels with appropriate rigor and relevance*

- 2. Students in the Hardin Northern School District will meet or exceed their AMO Targets Annually. (Annual Measureable Objectives=AMO)**
 - a. Identify underperforming subgroups and provide targeted intervention/enrichment*
 - b. Implement coaching in PBL and UDL*
 - c. Implement formative and benchmark assessment measures to ensure students are experiencing expected growth*

Hardin Northern Local Schools provide interventions to all students that are at-risk in Reading and Math. The staff continues to evaluate student performance on state and district assessments to ensure the needs of all students are met. Hardin Northern Local Schools use a tiered Response to Intervention (RTI) model. Title One staff work with teachers to ensure that best practices are being used, and that identified students meet their reading and math goals. The classroom teachers and Title I teachers work together to provide the needed assistance to students during this period so that all students can reach high academic standards. Small group intervention is available for students who are significantly below expectancy in reading and/or math.

Students will be exposed to classroom teachers, intervention specialists, and Title One teachers who will work together to help them succeed in the regular curriculum. Additional assistance and supplemental materials will be used to meet the needs of students having difficulty in specific content areas.

All students are given multiple diagnostic evaluations to determine their current levels and skills in Reading and Math. Students in grades K-6 participate in 1 on-line diagnostic assessments (Aimsweb +) for Math and Reading. Grades K-3 also participate in the BAS Assessment and State Diagnostic Assessments in Reading provide a third data source. There are many other individual assessments used to identify students' individual needs.

Response to Intervention (RtI)

Hardin Northern Local Schools utilize a Response to Intervention (RtI) program. The classroom, teachers, and Title One teachers work together to provide the needed assistance to students during classroom instruction and intervention. When necessary, the Title One teacher will assist the classroom teacher to provide additional instruction. All students will be exposed to grade level content standards within the context of a regular classroom, in addition to intervention that will be given to students having difficulty mastering the content.

Class-Size Reduction

Hardin Northern Local Schools will have a smaller student ratio for instruction to strengthen student academic development and offer extended learning opportunities through additional intervention periods. Classroom reduction often occurs with the use of a push-in model or pull out.

“A positive parent-teacher relationship helps your child feel good about school and be successful in school,”

advises Diane Levin, Ph.D., professor of education at

Parent Involvement in Education

The Hardin Northern Board of Education believes parental involvement is a vital part of the Title One program. The Title One Coordinator develops and distributes information about the program and the Parent Compact. Title One Parent Involvement includes a School-Parent Compact jointly developed by the school and the parents. The requirements of the compact and guidelines are consistent with Federal and State law.

Parental involvement shall include, but is not limited to, parental contribution to the design and implementation of programs and participation by parents in school activities and programs. Academic Coaches will provide parent information nights, trainings, materials that will build parents' understanding which will enable them to improve their children's learning in both the home and the school. To build a partnership between home and school, the District:

1. Informs the parents of the program, the reasons for their child's participation and the specific instructional objectives;
2. Trains parents to work with their child to attain instructional objectives;
3. Trains teachers and other staff involved in programs under this title to work effectively with the parents of participating students;
4. Develops partnerships by consulting with parents regularly;
5. Provides opportunities for parents to be involved in the design, operation and evaluation of the program;
6. Provides opportunities for the full participation of parents who lack literacy skills or whose native language is not English.

The purpose of the Parent Compact is to build and foster the development of school/parent partnership to help all children achieve the high standards. Parents, the student, and the teacher will share responsibility for improved student achievement.



HARDIN NORTHERN LOCAL SCHOOLS – TITLE ONE PARENT COMPACT

PURPOSE: is to improve student achievement by a shared parent, student, school, and teacher partnership.

COMMITMENT FROM THE SCHOOL:

Hardin Northern Local Schools will strive to do the following:

- Provide a high-quality education, taught by Highly Qualified Teachers, in an effective learning environment that enables our students to meet state standards.
- Hold parent-teacher or student-lead conferences, during which the student's growth and this compact will be discussed as they relate to the individual student's achievement.

- Provide parents with frequent reports on their child’s progress.
- Provide parents opportunities to volunteer, participate in classroom activities, and parent-family activity nights.
- Involve parents in school-wide programs developed through our DLT and BLT Teams.

COMMITMENT FROM STAFF/TEACHER

Hardin Northern Educators agree to be academically responsible in the following ways:

- Provide a high quality curriculum that enables the student to meet state performance standards
- Notify parents of changes affecting attendance, achievement, grades, or behavior
- Provide open communications between parents and teachers
- Provide opportunities for parents to volunteer, participate, and/or observe in the classroom ••
Participate in conferences and report student progress

COMMITMENT FROM PARENT/GUARDIAN

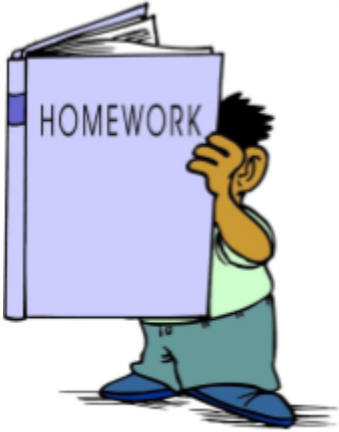
As a parent or guardian who has responsibility for the student, I will attempt to attend at least one parent-teacher conference to discuss my student’s academic development. I will read each progress report and talk about academic development with my student. I understand that I will have reasonable access to my student’s teachers along with opportunities to participate in my student’s class.

As the parent/guardian, I agree to support the learning of my student.

Below are examples of how to assist your student:

- Establish a time for homework and •• Participating in conferences Monitor for completion
- Establish a place for study
- Read and Practice Math Facts nightly
- Monitor attendance
- Support the school in its efforts to maintain proper discipline
- Respect all school staff and the cultural differences of others ••
Read and Discuss progress reports

Parents and Guardians can assist their students by helping them with the 4 Key areas listed below:



Help with Homework and Homework Locations:

Research shows that parent involvement can have either a positive or negative impact on the value of homework. Parent involvement can be used to speed up a child's learning. Homework can involve parents in the learning process. It can enhance parents' appreciation of education. It can give them an opportunity to express positive attitudes about the value of success in school.

Reading to and with your student, as well as, providing quiet time to read silently:

Without doubt, reading with children spells success for early literacy. Putting a few simple strategies into action will make a significant difference in helping children develop into good readers and writers. Reading is the foundation for all academic success. Talk to your child's teacher for specific strategies to benefit your child.



Math Number Sense Practice:

Math number sense is comprised of identification of numbers, understanding the value of a number ($3= * * *$), and being able to use the numbers to memorize their math facts. Practicing with flashcards nightly for 10-15 minutes will assist with your child's math development.

School Readiness:

Prepare your student for academic success by valuing education and supporting the school personnel. By modeling expected behaviors for homework completion, neatness, organization, attendance, and collaboration with teacher and school, the student will learn to respect and value education. If you feel you need more support to help with school readiness and success, schedule a conference with our child's administrator, teacher and/or school counselor.



Parents Right to Know Title One Schools

The Elementary and Secondary Education Act requires all Local Education Agencies to notify parents of all children in Title One schools that they have the right to request and receive timely information on the professional qualifications of their children's classroom teachers. This notice must be sent at the start of each school year. The notice does not itself contain the information; it simply tells parents the types of information that they may request.

At a minimum, if a parent requests it, LEA/school must report:

- Whether the teacher has met state qualifying and licensing criteria for the grade levels and subject which the teacher is teaching;
- Whether the teacher is under emergency or other provisional status through which state qualification or licensing criteria have been waived;
- The baccalaureate degree of the teacher and any other grade certification or degree held by the teacher, including the field of discipline of the certification or degree; and
- Whether the child is provided services by paraprofessionals and their qualifications.

In addition, if a child is assigned, or taught by, a teacher who is not "highly qualified" for four or more consecutive weeks, the parents must receive timely notice.

These and other communications with parents must be in an understandable and, if the extent practical, in a language the parents can understand. If no other way to provide information, it should be provided in oral visual translation.

Requests must be in writing to the principal.

GENERAL HOMEWORK TIPS FOR PARENTS

- ★ **Make sure your child has a quiet, well-lit place to do homework.** Avoid having your child do homework with the television on or in places with other distractions, such as people coming and going.
- ★ **Make sure the materials your child needs, such as paper, pencils and a dictionary, are available.** Ask your child if special materials will be needed for some projects and get them in advance.
- ★ **Help your child with time management.** Establish a set time each day for doing homework. Don't let your child leave homework until just before bedtime. Think about using a weekend morning or afternoon for working on big projects, especially if the project involves getting together with classmates.
- ★ **Be positive about homework.** Tell your child how important school is. The attitude you express about homework will be the attitude your child acquires.
- ★ **When your child does homework, you do homework.** Show your child that the skills to be learned are related to things you do as an adult. If your child is reading, you read too. If your child is doing math, balance your checkbook.
- ★ **When your child asks for help provide guidance, not answers.** Giving answers means your child will not learn the material. Too much help teaches your child that when the going gets rough, someone will do the work for him or her.
- ★ **When the teacher asks that you play a role in homework, do it.** Cooperate with the teacher. It shows your child that the school and home are a team. Follow the directions given by the teacher.
- ★ **When homework is designed to be completed by your child alone, allow independent completion.** Too much parent involvement can prevent homework from having some positive effects. Homework is a great way for kids to develop independent, lifelong learning skills.
- ★ **Stay informed.** Talk with your child's teacher. Make sure you know the purpose of homework and what your child's class rules are.
- ★ **Help your child figure out what is hard homework and what is easy homework.** Have your child do the hard work first. This will mean he will be most alert when facing the biggest challenges. Easy material will seem to go fast when fatigue begins to set in.

