

# Title Services Handbook



*"Maximizing the achievement of each student in a safe environment"*

**2018-19**

**Circleville City Schools**

**388 Clark Drive**

**Circleville, Ohio 43113**

**Adopted 10-10-2018**

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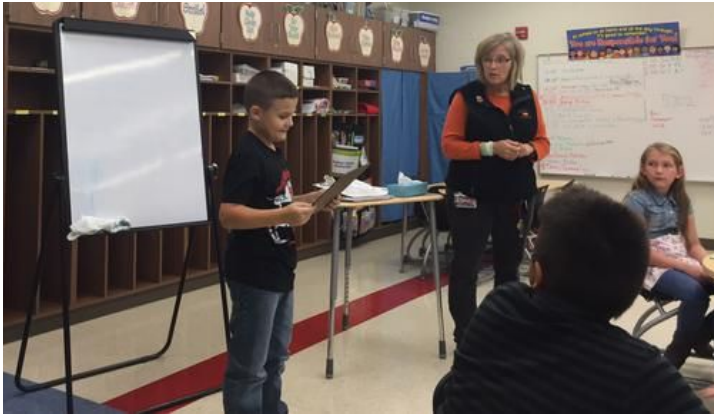
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# Circleville City School District

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## ***Our Mission:***

“The Circleville City School District aims to maximize the achievement of each student in a safe environment.”



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The parent handbook is provided to acquaint parents with the Title I programs in Circleville City Schools. The Title I programs at individual schools are developed through the efforts of parents, teachers, administrators, and Title I staff. Programs are planned through a series of steps. A needs assessment is conducted through input from parents, teachers, and staff. The needs assessment determines what change is necessary for all students to meet education standards. Teachers, staff, and parents plan how to best meet the needs shown in the assessments. Teachers receive training on how to best meet the needs and to implement the plan developed. Resources are gathered to implement the plan with a yearly review conducted to examine results and to evaluate needs again.

### **What is Title and How Can it Help My Child?**

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
- Read below their grade level
- Have trouble understanding what they read
- Have difficulty with math

### **What help Does Title Provide?**

Title I provides assistance in one or more academic areas, extra help includes:

- Additional teachers and assistants to work with very small groups or one-on-one
- Additional training for staff
- A variety of instructional strategies and materials
- Smaller classes

### **What is a Title Schoolwide Program?**

School-wide programs were first authorized under Title I of the Elementary and Secondary Education Act of 1978. School-wide (ESEA) programs offer all the students in the building the chance to learn with a far wider array of options. When a framework for change is

necessary with a student's learning path, one based on high standards supporting comprehensive planning and continuous professional development with flexibility to draw on all resources and clear accountability for results is implemented. Only buildings with a high number of students participating in the free and reduced price lunch program are eligible to be school-wide buildings.

All CCSD buildings currently receive free lunch through a government based program. At this time, all schools are considered Title I eligible, but only the following schools has been awarded Title 1 funds and are designated Title 1 entity: Circleville Elementary (School-wide) and Circleville Middle School (School-wide).

### **Title Programs at Circleville City Schools:**

Circleville Elementary School and Circleville Middle School provides intervention to 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. Circleville City Schools has adopted a tiered Response to Intervention (RTI) model. Title I staff works with students in their reading and math classes on individual skills to boost their learning in class.

The classroom teachers and Title 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 their age expectancy in reading. Title staff work with students that meet the criteria for intervention in an intensive instructional approach.

All students will be exposed to grade level content standards that is provided through the Ohio Department of Education. The link for Reading (ELA) is the following:

<http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/English-Language-Art/English-Language-Arts-Standards/ELA-Learning-Standards-2017.pdf.aspx> and the link for the Math

is

<http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Mathematics/Ohio-s-Learning-Standards-in-Mathematics/MATH-Standards-2017.pdf.aspx> . In addition to using the

academic content standards as foundation for all classroom instruction, we provide teachers with curriculum resources such as the following:

- Second Step-<http://www.secondstep.org/second-step-social-emotional-learning>
- Leveled Literacy Intervention-<http://www.fountasandpinnell.com/lili/>
- Foundations-<https://www.wilsonlanguage.com/programs/foundations/>
- Orton-Gillingham-<https://www.orton-gillingham.com/about-us/orton-gillingham>

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- Ohio State Literacy Collaboration for Balanced Literacy -  
<http://www.lcosu.org/framework.html>

- Pearson Realize (Math)series-  
<https://www.pearsonschool.com/index.cfm?locator=PS2nU9>
- Pearson Realize (Reading Grades 4, 5)-  
<https://www.pearsonschool.com/index.cfm?locator=PS2eUe&PMDbSiteId=2781&PMDbSolutionId=6724&PMDbSubSolutionId=&PMDbCategoryId=3289&PMDbSubCategoryId=&PMDbSubjectAreaId=&PMDbProgramId=141261>
- Pearson Reading Street (Remedial for Reading) -  
<https://www.pearsonschool.com/index.cfm?locator=PS186j&PMDbSiteId=2781&PMDbSolutionId=6724&PMDbSubSolutionId=&PMDbCategoryId=3289&PMDbSubCategoryId=28138&PMDbSubjectAreaId=&PMDbProgramId=78509>
- Voyager Sopris (Intervention for grades 6-8)-  
<http://store.voyagersopris.com/language-fourth-edition/>
- Daily Five & Cafe-<https://www.thedailycafe.com/daily-5>

Classroom teachers, intervention specialists, and Title 1 teachers will work together to help all children succeed in the regular curriculum. Additional assistance and supplemental materials will be given to students having difficulty mastering state academic content standards.

Additional staff is available to decrease classroom sizes. Smaller classrooms strengthen core learning programs and offer extended learning opportunities. Students are given a diagnostic evaluation to determine their current levels and skills in Reading and Math using the NWEA-MAP Growth assessment-<https://www.nwea.org/map-growth/> , state diagnostic assessment-<https://education.ohio.gov/Topics/Testing/Diagnostic-Assessments/New-Diagnostic-Assessments-List> (for those grade levels required to give the assessment) and Diagnostic Reading Assessment (DRA-grades K-3 - <https://www.pearsonassessments.com/learningassessments/products/100001222/developmental-reading-assessment-2nd-edition-plus-dra2-dra2.html>) and Benchmark Assessment (Reading, K-8)-<https://www.heinemann.com/products/e07769.aspx#gallery>)

Students work at their current independent level to achieve individual growth. Professional development on the effective use of best-practice reading and math intervention is provided to teachers at the discretion of the principals and district curriculum director.

The principals and curriculum director work to align instruction to state content standards, pacing charts, and assessments. They assist staff with data analysis of assessment results and instructional decisions related to student achievement. They also provide training on specific, research based instructional strategies as well as best practices in Reading and Math instruction. These strategies are supported in the classrooms by the Title 1 team.

### **Response to Interventions**

Schools will implement a Response to Intervention program. The classroom teachers and

Title 1 teachers work together to provide the needed assistance to students during this period so that all students can reach high academic standards.

When necessary the Title 1 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 environment. Additional assistance will be given to students having difficulty mastering state academic content standards.

### **Class Size**

Some schools will have smaller class sizes for instruction to strengthen core learning programs and offer extended learning opportunities through additional intervention periods.

### **High Quality Professional Development**

The Circleville City School District provides high quality, continuous professional development for teachers and staff through partnerships with Ohio Christian University, the Pickaway County Educational Service Center, Central Ohio ESC (SST 11 support), ongoing PD and literacy/writing consultant Dr. Dianne McCune-website for further description - (<https://www.thehow2doc.com/about-us/the-how2doc-story>). Title 1 teachers will participate additional training like Orton Gillingham training, Ohio State Literacy Collaboration, to name a few.

### **Evaluation**

Ongoing evaluations will be conducted to monitor student progress. These evaluations will be diagnostic, unit assessments, formative assessments, and state tests (<http://education.ohio.gov/Topics/Testing>), NWEA-MAP Growth (<https://www.nwea.org/map-growth/>) and TerraNova (<http://www.datarecognitioncorp.com/Assessment-Solutions/Pages/TerraNova.aspx>).

Teachers will work together to add in programs, to analyze data, and to plan for optimal student learning.

IEP students are eligible to be served with Title services. Building staff are encouraged to coordinate Title and Special Education services to provide an optimal learning environment for students. The following activities represent classroom teacher and Title teacher coordination activities:

- Individual student's reading strengths and weaknesses are shared with the classroom teacher and an instructional level is noted.
- Classroom teachers are consulted regarding schedules.
- Collaboration meetings are held regarding the curriculum and skills taught in the reading and in the math programs in grades Pre-K through eighth.
- Each year three parent-teacher conferences are held to discuss student progress.

- Open House.
- Informal meetings are held to discuss specific children's progress.
- All test scores are shared and decision making is data driven.
- During Teacher Based Meetings (TBT's) and Building Level Meetings (BLT's) a discussion is held to evaluate the benefit of school-wide Title I services and if students are making progression in the program each year. Input as to suggestions for improvement is solicited.
- Suggestions for working effectively with parents are shared with classroom teachers and principals at the schools. Our goal is to build a partnership between home and school.
- Classroom teachers and Title I teachers share information about student progress based on formative and summative assessment and instruction.

Each school shall support and encourage parental involvement opportunities, as identified in a school parent and family involvement policy. The policy must be developed in cooperation with parents and should include the following:

1. A plan for effective, two-way communication between parents and the school regarding the school's policies and rules, and an individual child's progress.
2. A commitment from the school that information related to school and parent programs, meetings, and other activities will be sent to parents in a timely manner.
3. A description of the school's responsibilities to provide high-quality curriculum and instruction in a supportive and effective learning environment.
4. A description of the parents' responsibilities for supporting their children's learning such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating in decisions relating to the education of their children and positive use of extracurricular time.
5. A description of how the school will promote the value and utility of the contributions and involvement by parents to teachers and other personnel.
6. The availability of assistance in understanding the State's academic achievement and assessment standards to parents.
7. The availability of materials and training to help parents work with their children to improve their children's achievement.



8. The importance of communication between teachers and parents on an ongoing basis through, at a minimum:
  - a. Frequent reports to the parents on their children's progress.
  - b. Parent-teacher conferences to discuss the child's progress and placement and to describe the methods used to complement the student's instruction.
  - c. Reasonable access to teachers and other educators, including the opportunity to observe program activities.
  - d. An annual meeting, at a time convenient for parent attendance, where all parents shall be invited and encouraged to attend, to discuss and review the content and effectiveness of the school parent involvement policy.
9. The timely notice to parents of information about parent involvement programs.
10. Whenever possible, the coordination, cooperation and integration of parent involvement activities with community and other school groups.
11. In facilitating effective parent involvement, the Principals may:
  - a. Provide regular meetings, at parent request, where parents may formulate suggestions and participate in decision-making about the education of their children.
  - b. Ensure, as much as possible, that opportunities for full participation are given to parents who lack literacy skills or whose native language is not English.
  - c. Adopt and implement model approaches to improving parental involvement.
  - d. Establish a parent advisory council to provide advice on all matters related to parent involvement activities and programs.
  - e. Whenever practical, parental involvement materials and information shall be provided in a language and format that parents understand.

**I. PUBLIC MEETING**

Parents will be invited to an annual Title fall meeting to discuss program requirements and all aspects of the Title program. Parents will be informed of instructional objectives, programs, and methods available in the building. At the fall conference, the written Title Parent Policy (developed after consultation with and reviewed by parents) will be made available. This meeting may be held in conjunction with other fall programs such as Open House or ABC meetings.

## **II. PARENT EDUCATIONAL OPPORTUNITIES**

Parents will be advised of specific ways to work with their child at home during workshops, through conferences, with informal literature and website resources.

## **III. PARENT INVOLVEMENT ACTIVITIES**

Parents will be consulted through Title I parent meetings and a Spring evaluation survey as to educational program planning, design, and implementation. Opportunities for parent involvement include: workshops, Open Houses, conferences, ABC meetings, Family Literacy/Math Night, award ceremonies, etc. These ongoing means of consultation enable parents and school to work together in partnership to better each child's education.

## **IV. COMMUNICATION**

Parents lacking literacy skills or whose native language is not English will have information related to them in a different format (oral, written, or with the help of an interpreter if possible).

## **V. PARENT RECOMMENDATIONS**

Parent recommendations will receive timely responses.

## **VI. REPORTING**

A minimum of two parent/teacher conference will be scheduled each year. Other conferences may be requested by parents or teachers to discuss the child's progress, placement and instructional methodology. A progress report will be provided for every child each grading period. Parents will be invited to observe classrooms, and staff is accessible to parents. Parents have access to monitor students' academic performance on Progress Book.

Our goal is to provide meaningful and ongoing consultation and program activities resulting in increased and sustained parental and community involvement and to ease the movement of children and their families to the public educational setting, promoting student achievement.

Improvement Strategies and Actions:

- (1) Ensure that the communication between home and school is timely, reciprocal, and purposeful.
  - a. Continue to invite families to open house, family literacy night, awards ceremonies, parent-teacher conferences, and various building specific events.
  - b. Continue to use report cards, agenda books, Progress Book, Class Dojo, and CCSD websites as means for two-way communication.
  - c. Assist parents who are second language learners with translation of school information.
  - d. Continue to provide monthly newsletters for families via paperform with each child and website.
  - e. Provide a Parent/Guardian resource webpage accessible from the CCSD website.
  - f. Provide information to parents during parent-teacher conferences.
- (2) Engage families of all students as partners in the educational process and offer multiple ways to have parents actively involved in student learning.
  - a. Continue to provide one-on-one support to parents and families on personal, family, and academic issues.
  - b. Provide parents with coaching on how to make the most out of parent-teacher conferences.
  - c. Continue to encourage and support the work of the ABC.
  - d. Encourage parents to be actively involved in students learning at home through access of district resources.
  - e. Provide Right to Read activities, school wide reading challenge and/or ideas for families to carry out in the home during the Right to Read Week or reading challenge.
- (3) Continue to support family involvement programs that encourage student learning and focus on home-school communication.
  - a. Use School-Parent Compact as tangible evidence of partnership with parents.

- b. Continue to provide family learning opportunities:
  - i. Open House School Information Night
  - ii. Family Literacy/Math Night
  - iii. Family Orientation Meetings
- c. Communicate with parents when issues arise in the classroom such as missing homework or incomplete homework.
- d. Board Policy 2111:

## **PARENT AND FAMILY INVOLVEMENT**

The Board of Education recognizes and values parents and families as children's first teachers and decision-makers in education.

The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism.

In accordance with statute and the State Board of Education Parent and Family Involvement Policy, use of the term "families" is used in order to include children's primary caregivers, who are not their biological parents, such as foster caregivers, grandparents, and other family members.

In cultivating partnerships with families and communities, the Board is committed to the following:

### **A. Relationships with Families**

1. Cultivating school environments that are welcoming, supportive, and student-centered; (4)
2. Providing professional development for school staff that helps build partnerships between families and schools; (2,3, 4)
3. Providing family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barr(2,3)
4. Providing coordination, technical support and other support to assist schools in planning and implementing family involvement activities.(3)

### **B. Effective Communication**

1. Providing information to families to support the proper health,

safety,

- and well-being of their children;
- 2. Providing information to families about school policies, procedures, programs, and activities; (2,3, 4)
- 3. Promoting regular and open communication between school personnel and students' family members; (1, 4)
- 4. Communicating with families in a format and language that is understandable, to the extent practicable; (2,3)
- 5. Providing information and involving families in monitoring student progress; (3)
- 6. Providing families with timely and meaningful information regarding Ohio's academic standards, State and local assessments, and pertinent legal provisions; (2,3,4)
- 7. Preparing families to be involved in meaningful discussions and meetings with school staff. (2,3,4)

**C. Volunteer Opportunities**

- 1. Providing volunteer opportunities for families to support their children's school activities; (1,3)
- 2. Supporting other needs, to enable families to participate in school-sponsored family involvement events. (3,4)

**D. Learning at Home**

- 1. Offering training and resources to help families learn strategies and skills to support at-home learning and success in school; (1,2,3,4)
- 2. Working with families to establish learning goals and help their children accomplish these goals; (1)
- 3. Helping families to provide a school and home environment that encourages learning and extends learning at home. (1,2,4)

**E. Involving Families in Decision Making and Advocacy**

- 1. Involving families as partners in the process of school review and continuous improvement planning; (3,4)
- 2. Involving families in the development of its District-wide parent involvement policy and plan, and distributing the policy and plan to families. (2,3,4)

**F. Collaborating with the Community**

- 1. Building constructive partnerships and connecting families with community-based programs and other community resources; (2,3,4)
- 2. Coordinating and integrating family involvement programs and activities with District initiatives and community-based programs that encourage and support families' participation in their children's education, growth, and development. (2,3,4)

(4) Develop and implement programs and activities that encourage and

increase the number of parent volunteers in the school to enhance student learning

- a. Survey parents regarding availability, skills, and interest for volunteering at school.
  - b. Support parent learning by promoting adult education offerings for GED and for job training via website links (<http://www.pickawayross.com/aspireged.aspx>) to resources.
- (5) Develop, implement, and evaluate school-level policies, activities and school-parent compacts designed to facilitate shared responsibility for student performance.
- a. Invite parents to join the District Leadership Team, the Title I Parent Advisory Committee, and the ABC
  - b. Continue to survey parents annually regarding relations between home and school, parents' interests, and needs.
  - c. Promote the completion of parent surveys.
  - d. Survey and interview parents/staff to make suggestions on revising the parent involvement policy if needed. This data will be used to evaluate, to revise, and to implement strategies that will encourage parent involvement to a greater degree.
  - e. Develop and revise the Parent Handbook as needed.
- (6) Ensure that parents feel welcome in all buildings and are comfortable in communicating with all staff.
- a. Establish a suggestion box by using the Safe School Hotline (<https://www.safeschoolhelpline.com/>) on the website for parents to voice concerns, questions, and compliments.
  - b. Provide resources with strategies for a welcoming building environment.

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

1Indicates R.C. 3312.472 State Requirements

2Indicates IDEA 2004 Section 650 & 644 parent involvement requirements

3Indicates Title I Section 1118 parent involvement requirements

4Indicates State Board Parent and Family Involvement Policy recommendations



# Circleville City Schools

## School-Parent Compact

### Title 1 Schoolwide 2018-19

The purpose of the SCHOOL-PARENT COMPACT is to build and foster the development of a school-parent partnership to help all children achieve the federal, state and district standards.

The Circleville City Schools, 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) (participating children), 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 high standards. Circleville City Schools operate under "schoolwide" models and welcome parent involvement. This school-parent compact is in effect during this school year.

#### **COMMITMENT FROM SCHOOL/TEACHER/STAFF-**The Title I School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables our students to meet Ohio's academic content standards and is taught by staff that meets Highly Qualified Standards.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual student's achievement.
- Provide parents with frequent reports on their child's progress through interim and nine week grade reports.
- Provide parents reasonable access to staff.
- Provide parents opportunities to volunteer and to participate in their child's class, and to observe classroom activities with parent involvement and family activity nights.
- Involve parents in the planning, review and improvement of the school's parental involvement policy and involve parents in the development of any school wide program plan.

**COMMITMENT FROM PARENT/GUARDIAN-**Communication between teachers and parents is important. As a parent or adult who has responsibility for the child, I will support our children's learning in the following ways:

- Establishing a time for homework
- Establishing a place for study
- Ensuring that homework is completed
- Monitoring attendance
- Supporting the school in its efforts to maintain proper discipline
- Participating in conferences
- 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.

**COMMITMENT FROM STUDENT-**As a student I agree to:

- Attending school regularly
- Coming to class prepared
- Respecting and cooperating with other students and adults
- Completing homework every day
- Sleeping 8-10 hours each night
- Giving my parents communications from school
- Reading at least 15-minutes every day outside of school
- Asking for help when I need it
- Supporting and abiding by all school rules and codes of conduct

School \_\_\_\_\_ Parent(s) \_\_\_\_\_ Student \_\_\_\_\_

Date \_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)