

Reynoldsburg City Schools

Title I Program



Parent Handbook

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Reynoldsburg City Schools Mission

Empowering leaders who impact the NOW and innovate the FUTURE.

Reynoldsburg City Schools Vision

Student Learning: Enable students to take ownership of their learning and achieve their full potential through challenging, engaging and relevant learning experiences.

Student Experience: Build an inclusive community where students feel safe, supported and engaged.

Communication: Promote a school community culture that allows all involved to have a voice and remain informed.

Finances: Equitably distribute resources to promote instructional programs that will support the district mission.

Title I Administration

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Overview of Title I

Background and Purpose of Title I

Title I, Part A (Title I) of the Elementary and Secondary Education Act (ESEA) [reauthorized as the Every Student Succeeds Act (ESSA)] provides financial assistance to school districts with high numbers or high percentages of children from low-income families to help ensure that these children meet the high expectations of challenging academic content standards.

(Source: U.S. Code of Federal Regulations)

Reynoldsburg City Schools currently offers schoolwide programs in seven elementary schools. Funding for each building is allocated based on both academic need and the number of students being provided services under Title I.

Schoolwide Programs

Title I schoolwide programs develop comprehensive strategies designed to upgrade the entire educational program in a Title I school to improve the achievement of the lowest-achieving students.

A Title I schoolwide program may serve all students in a school, rather than providing separate services as required under the targeted assistance program. A schoolwide program allows the school significant flexibility, as it considers all students to be Title I-eligible students and all teachers to be Title I teachers. To be eligible to be a schoolwide program, 40 percent or more of the students must be identified as low-income or the school has been identified as a Priority or Focus school.

(Source: U.S. Department of Education, Ohio Department of Education)

Title I Programs at Reynoldsburg City Schools

Currently all Title I schools within the Reynoldsburg City School District operate under a schoolwide program. Students in grades K-5 take the MAP benchmarking assessment once in the early Fall, once in December/January, and once in the Spring. The MAP benchmarking assessment provides benchmark data to teachers throughout the year, as well as student growth data in the winter and spring. This data assists each building in providing targeted instruction and intervention to ensure that all students are provided the opportunity to be successful and demonstrate proficiency on Ohio's Learning Standards.

This year, in response to the Dyslexia legislation, teachers at the elementary level will administer Acadience Reading, our tier 1 dyslexia screener, to all students in grades 1-3 in the Fall and all kindergarten students in the winter and spring. During the other benchmark periods, Acadience Reading is administered to any student in grades 1-3 who is not meeting grade-level benchmarks in MAP growth. Additionally, Acadience Math is administered in the fall, winter and spring to any grades K-5 students who are not meeting grade-level benchmarks on MAP Growth math and Acadience Reading is

administered to any students in grades 4 and 5 who are not meeting grade-level benchmarks on MAP Growth reading. The data from this assessment is used to monitor progress to intervention strategies, classroom instruction and student growth.

Reynoldsburg City Schools developed the RCS Common Instructional Framework, Literacy Framework, and Math Framework to guide our instruction across all classrooms. The goal of these frameworks is to immerse students in content area activities and learner centered practices that begins with the teacher modeling a skill/strategy through establishing instructional goals and the purpose of each lesson. Within this part of the framework the focused instruction includes teacher modeling and building of student prior knowledge. Next, the teacher and students move into the guided instructional part of the framework which is made up of directed review, differentiated, small group instruction as well as group problem solving and discussion. The final part of the framework, as well as the goal of the instruction, is to move students into the student-driven learning and practice part of the framework which has students independently and/or collaboratively learning. This is done through student-led discussion while engaging in differentiated and authentic practice of the skills learned. RCS provides a number of district approved resources, such as Foundations, Heggerty Phonemic Awareness, Leveled and Decodable Readers, Number Corner, Reveal Math, etc., that fit into each of the parts of the frameworks to guide teacher planning as well as delivery of instruction.

Our intervention model follows multi-tiered systems of support to provide explicit, systematic, personalized learning to all students, targeting skill gaps as they emerge using data and student-specific resources for individual or small-group instruction, including tools such as Lexia.

The Title I schoolwide programs are designed to meet the needs of as many students as possible by providing them with the opportunities and support they need to achieve higher standards of performance both in the classroom and on learning assessments. Students struggling with a concept may receive intervention services within the classroom or in a pull-out setting.

How can Title I programs help my child?

Title I programs at Reynoldsburg City Schools can help children who:

- Have trouble reading
- Read below their grade level
- Have trouble understanding what they read
- Have trouble with reading fluency
- Have trouble understanding mathematics concepts

Additionally, Title I programs can help build confidence in students and develop a growth mindset where students learn to persevere through challenges to master new and difficult concepts.

Parent Involvement Policy

The Board believes that parental involvement is an important part of the educational program. Research indicates that a home-school partnership and greater involvement on the part of parents in the education of their children generally results in higher achievement scores, improved student behavior and reduced absenteeism. All parents are encouraged to take an active role in the education of their children.

The Board directs the administration to develop the necessary regulations to ensure that this policy is followed and that parental involvement is encouraged. The regulations are:

- A. Encourage strong home-school partnerships;
- B. Provide for consistent and effective communication between the parents and school officials;
- C. Offer parents ways to assist and encourage their children to do their best; and
- D. Offer ways parents can support classroom learning activities.

(RCS Board Policy 2111)

Each Title I school within the District will:

- 1) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend. During this meeting, parents will be informed of the school's participation in Title I and explain the rights of the parents to be involved.
- 2) Offer a flexible number of meetings to all parents of participating children.
- 3) Involve parents in the planning, review, and improvement of Title I programs, as well as the improvement of the Parent Involvement Policy.
- 4) Provide parents of participating children:
 - a) Timely information about Title I programs;
 - b) A description and explanation of the curriculum in use at the school, the academic assessments used to measure student progress, and the proficiency levels students are expected to meet; and
 - c) If requested by the 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 practicably possible.

(RCS Board Policy 2261.01)

Parent Involvement Opportunities

Each building in Reynoldsburg City Schools provides unique and varying opportunities for parents to become involved in school activities. Some activities that you **may** become involved in are:

- Attending parent-teacher conferences
- Joining children for lunch
- Chaperoning field trips
- Observing classrooms
- Serving on the Parent Teacher Organization (PTO)
- Volunteering as a tutor, mentor, or activity leader
- Assisting in an area of the school, like classrooms, the library, the playground, or the cafeteria
- Assisting with book fairs

- Attending open house
- Attending student performances or showcases
- Attending field day
- Advocating for our children
- Helping to review Title I plans and compacts
- Participating on Reynoldsburg City School District committees
- Attending Board of Education meetings

Sample Parent Involvement Plan

Title I Parent Involvement Plan Year at a Glance

<Building/School> will be a thoughtful community of learners guided by high expectations and accountability so each may learn in a respectful, safe and caring environment. We encourage families to take an active role in our students' education.

Please join us for the opportunities below:

Annual Meeting

Families are invited to attend the Annual Meeting to learn about our school's Title I programs and requirements. Families will have opportunities to review and provide feedback in the following areas:

- Title I School Status
- Rights of Title I Parents
- Title I School Budget
- Overview of Parent Involvement Plan

Title I Parent Involvement Budget

As part of our District's Title I program we receive a set amount of money each year to implement our Parent Involvement Plan and Title I Programs.

Our Title I budget is reviewed annually. Each year that we receive Title I funds, parent feedback will be used to develop the following year's Title I budget.

This year, our Title I funds were used for the hiring of Reading and Math Intervention Specialists, Instructional Aides, and to purchase additional instructional supplies.

Parent Involvement Opportunities

- Open House with staff and students
- Parent Conference Night(s)
- Parent Teacher Organization
- Volunteering as a tutor, mentor or activity leader
- Assist in an area of the school such as the classroom, library, playground or cafeteria

Accessibility

We will accommodate all families by providing:

- Interpreters and translated documents (upon request)
- Multiple meeting dates and times
- Open door policy

Communication

We will communicate with all families through:

- Notifying families of upcoming events through flyers, phone calls, email, and www.reyn.org
- Parent/Teacher Conferences
- School-wide Family Nights and Events
- Parent and Community Meetings
- Additional Communication Tools



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Home - School Compact for Student Learning

The Reynoldsburg City Schools learning community of teachers, support staff, administrators, and families have written this compact to outline how we share responsibility for student learning and academic achievement. This compact describes how the school and families will build a partnership that will help children achieve Reynoldsburg City Schools' and Ohio's high standards.

Our District's Responsibilities

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student learning standards by providing targeted academic and behavioral supports, ensuring a safe and comfortable learning environment, regularly monitoring progress, and providing enrichment activities to enhance and support higher-level learning.
- Hold parent-teacher conferences twice per year during which time this compact will be discussed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their child's progress, including interim reports and quarterly report cards.
- Provide parents reasonable access to staff, including but not limited to regular communication via phone and voicemail, e-mail, written notes in the child's agenda or folder, and parent-teacher conferences.
- Provide parents opportunities to support their child's education and the education of all students by participating in school and district activities and events or by volunteering for the school or district. *

**Reynoldsburg City Schools requires that all school volunteers who have individual contact with students be fingerprinted and complete a background check. This is done free of charge by the District.*

Parent/Guardian Responsibilities

- Ensure that my child attends school regularly and arrives on time and ready to learn.
- Encourage my child's efforts by praising progress and achievement.
- Read to, and with, my child often.
- Read and sign student agendas daily.
- Establish a consistent time and place for my child to study and complete homework.
- Help my child complete homework to the best of his or her ability by encouraging the best possible work, helping to understand directions, and notifying the teacher if my child has difficulty completing assignments.
- Attend my child's parent-teacher conferences and other meetings pertaining to my child.
- Participate, as appropriate, in decisions relating to my child's education.
- Monitor and limit the amount of time watching television and programs watched by my child, time spent playing video games, and time spent on the internet or on other electronic devices.
- Participate in our school activities to the greatest extent possible, such as attending parent-teacher organization meetings, volunteering as a tutor/mentor, assisting in the school, volunteering at school events and activities, advocating for our children, attending school events, or participating on District committees or advisory groups.

Student Responsibilities

- Attend school regularly and be on time and ready to learn.
- Follow school rules, be a good example to others, and be accountable for my actions.
- Show respect to, and cooperation with, all adults at the school.
- Participate in school lessons and activities, and ask for help when I need to.
- Read every day outside of school time.
- Give to my parent / guardian all notices and information received by me from my school every day.

Board of Education

Angela Abram, President • Debbie Dunlap, Vice President
Julie Towns • Neal Whitman • Mandy Young
Dr. Tracy R. Reed, Superintendent • Angèle Latham, Treasurer

Title I Program Evaluation

Parents of students participating in the Title I program will have the opportunity to evaluate the Title I program. This evaluation will include a section pertaining to the effectiveness of the Parent Involvement Policy, areas of strengths and weaknesses, and barriers to be overcome. The Title I staff, with the help of the parents, will use this information to evaluate the program and make changes within the program as needed.

Annually, a District committee consisting of administrators, teachers, and parents will review the Parent Involvement Policy and Title I Parent Handbook, which will be disseminated to parents of students participating in the Title I program each fall during the annual meetings.

At the end of each academic year, a survey will be sent to all parents of students participating in the Title I Program. The following questions will guide the Title I program evaluation:

1. Has the Title I program been effective?
2. What has worked well in the Title I program?
3. What has not worked well in the Title I program?
4. How should the Title I program be refined?

The data are analyzed and the results of these analyses are used as the source of evidence to determine the answers to the four guiding questions.

1. Information is collected in the form of formative and summative student performance data; surveys; attendance data; and other data from students, teachers, and administrators. Additionally, a program evaluation survey is distributed to all Title I families in Title I schools. To the extent practicable, the survey is made available in multiple languages.
2. The data are analyzed by District administration, with the assistance of other staff as needed.
3. As necessary and appropriate, the results of the analysis are shared with Title I staff, Title I building classroom teachers, principals, district administrators, parents, and other stakeholders to determine necessary and important changes that should be made to the Title I program to better serve its students.
4. The results of the evaluation, including information about any changes to the Title I program, are shared with district and school officials and distributed to all Title I families in Title I schools.

Parents' Right to Know

Parents of participating students in all Title I buildings may request, and the Board of Education will provide, information regarding the professional qualifications (Properly Certified or Licensed Status) of the student's classroom teacher.

- A. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- B. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- C. Whether the teacher is teaching in the field of discipline of the certification of the teacher.
- D. Whether the parent's child is provided services by paraprofessionals and, if so, their qualifications.

In addition, parents of participating children will be provided:

- A. Information on the level of achievement of their child(ren) on the required State academic assessments; and
- B. Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

(Source: U.S. Code of Federal Regulations)

You may request this information by emailing RCS HR at brittany.griffin@reyn.org.

Properly Certified or Licensed Staff

Title I staff (teachers and paraprofessionals) must meet or exceed the criteria set by the State of Ohio for Properly Certified or Licensed status.

According to the Ohio Revised Code, a Properly Certified or Licensed Teacher's assignment must align with their license parameters in all of the following ways:

1. Subject areas in which they provide instruction, including core academic subjects; and
2. Grade levels in which they provide instruction; and
3. With the student population to whom the teacher provides instruction, such as gifted, regular education, or special education.

Instructional paraprofessionals must hold an Educational Aide Permit as well as meet one of the following criteria to meet the Properly Certified Paraprofessional status:

1. Complete at least two years of study at an institution of higher education (defined as 48 semester or 72 quarter hours as verified by a college transcript from an accredited institution of higher education); or
2. Obtain an associate (or higher) degree from an accredited institution of higher education; or
3. Successfully pass the ParaPro assessment, which measures knowledge of and ability to assist in readiness and instruction of reading, writing, and mathematics.

Homelessness

Certain rights and protections contained in the McKinney-Vento Homeless Education Assistance Act are assured to families who find themselves in a homeless situation, which is defined by the following living situations:

- In a shelter
- In a motel or campground due to the lack of an alternative adequate accommodation
- In a car, park, abandoned building, or bus or train station
- Doubled up with other people due to loss of housing or economic hardship

For help or assistance at Reynoldsburg City Schools, please call our Homeless Coordinator, Sharon Prentice, at (614) 501-1034 or email at sharon.prentice@reyn.org.

If you need further assistance, you may call the National Center for Homeless Education at the toll-free helpline number: 1 (800) 308-2145.

Non-Discrimination Policy

The Reynoldsburg City School District provides an equal opportunity for all students, regardless of race, color, creed, disability, age, religion, gender, ancestry, national origin, place of residence within the boundaries of the district or social or economic background, to learn through the curriculum offered in this district.