

# Catawba County Schools' Title I Program

Title I of the Elementary and Secondary Education Act of 1965 (ESEA)

## 2020-2021 ESEA Title I

- ✓ Is the largest federal aid program in our nation's schools.
- ✓ Requires that every child receive a high-quality education.
- ✓ Provides extra help for those students who need it most.
- ✓ Requires Title I schools to use research-based strategies.
- ✓ Requires teachers to be well trained and effective.
- ✓ Engages parents in their children's education with ideas for assistance and choices.



The following schools participate in the Catawba County Schools' Title I Program:

### Schoolwide programs benefit all students in the school

Balls Creek Elementary  
Banoak Elementary  
Blackburn Elementary  
Catawba Elementary  
Claremont Elementary  
Clyde Campbell Elementary  
Lyle Creek Elementary  
Maiden Elementary  
Mountain View Elementary  
Murray Elementary  
Oxford Elementary  
Snow Creek Elementary  
St. Stephens Elementary  
Startown Elementary  
Tuttle Elementary

- ☺ "Every Student Succeeds Act"
- ☺ More local control
- ☺ Research-based methods
- ☺ Effective Staff

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As a recipient of Title I funds, Catawba County Schools must provide you with information on the professional qualifications of teachers/teacher assistants, **if you request it**. Contact the Federal Programs Director at 828-464-8333 ext. 180278 to request this information.



Engaging families as full partners in the education of their children is a cornerstone of ESEA. When families support learning, children are more successful in school, and school success helps children become successful adults. ESEA mandates that the school system set aside 1% of Title I funds for parent engagement. Title I schools use these funds to provide parent workshops and meetings for families in order to actively engage parents in school decisions related to the implementation and review of school and district Title I programs. Contact your school to find out how you can get involved.

# Parents' Right To Know



Parents have the right to know the professional qualifications of the classroom teachers who instruct their child.

Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and core academic subjects he or she teaches.

- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether teacher assistants provide services to your child and, if so, their qualifications.
- In addition, parents also have the right to know of the benchmarks and standardized assessments students will participate in. Schools will provide a description

of the assessments with administration dates.

If you'd like to request this information on your child's classroom, please contact J.R. Sigmon, Federal Programs Director, at 828-464-8333 ext. 180278.

Catawba County Schools is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom.



# What Does It Mean To Be A Title I School?

Schools with at least 35% of their students receiving free or reduced meals are eligible for Title I funds. In Catawba County Schools, we've chosen to focus Title I funds on elementary school literacy in order to provide early intervention. Funds in school-wide schools can be used to serve all children in the school, not only those on free or reduced meals.

Being a Title I school is a good thing because it brings in extra funds to the school. The Title I funds your school receives are above and beyond the normal funds that they receive from the county or state.

Most Title I schools in Catawba County Schools use their Title I



money to hire additional personnel, such as academic facilitators, literacy specialists,

and teacher assistants. They also use Title I money to purchase materials and supplies over and beyond what is provided to them by the county or state.

Each Title I school receives money specifically aimed at helping parents become more engaged in their child's school. Schools often use these funds for parent training workshops and materials. Each school has a Title

I Parent Advisory Council, a Parent Engagement Policy, and a Parent Compact. Contact your principal or the Federal Programs Director to find out how you can get involved at your school and learn more about how Title I funds are used.



# What Can Parents Do To Help Their Child?

Look at your child's performance and be sure you understand where your child stands in reading and mathematics. Talk with your child's teacher(s) and principal to find out how you and your school can work together to improve your child's performance. Be aware of your school's performance. Communicate your school's successes to your community and look for ways to support your school in challenging areas.

Educators cannot improve schools alone. In North Carolina, we'll reach these high standards in partnership with parents, local



districts, and communities. For more information on ESEA in North Carolina, check the web at

<http://www.ncpublicschools.org/program-monitoring/esea/>.



# "Every Student Succeeds Act" (ESSA)

The Every Student Succeeds Act is the latest reauthorization of the 1965 Elementary and Secondary Act and was approved by the US Congress in December 2015. This law provides significant federal support for programs to serve students in kindergarten through 12th grade and replaces the No Child Left Behind of 2002. ESSA returns more power to the states and removes federally mandated standards and sanctions. States now have the freedom to set their own standards for public schools and students.

The US Department approved North Carolina's plan under the Every Student Succeeds Act (ESSA) in June 2018. The plan calls for the state to support individualized instruction and learning for both students and educators and continues to explore and promote emerging initiatives for personalized learning. ESSA provides the state with this opportunity via the commitment in the plan to continuous innovation for students and educators. The state's plan include these key elements:

- provides a concise statement of the innovation the state expects for students, including using adaptive environments, personalized learning, and empowered educators;



- establishes 10-year goals for student performance using end-of-grade/end-of-course exams and goals for closing achievement gaps;
- continues the School Performance Grades model, in which schools earn a A-F grade based on proficiency measures and student-growth targets.

A copy of the approved FINAL NC State Plan for the ESSA can be found at [www.ncpublicschools.org/succeeds/](http://www.ncpublicschools.org/succeeds/).



The NC State Plan for the ESSA is founded on the following "Theory of Action" and "Guiding Principle".

Theory of Action: "North Carolina commits to continue to transform its education system to allow every student to follow the path to success that they decide best fits them. North Carolina promotes new strategies that translate into emerging initiatives. Once shown to improve outcomes for students, such promising practices will be scaled and replicated into proven programs across the state. By continuously innovating and improving at each step, North Carolina, will create adaptive environments for personalized,

digital-age learning. Schools will support individualized professional development of educators and empower these professionals to adopt their own innovative ideas and strategies for instruction. In our classrooms, personalized, digital-age learning will allow students to determine the pace at which they learn and will inspire students to take ownership of their preparation for their own path to success through an immediate career, post-secondary education, or both.

ESSA keeps the requirement that states test students in reading/language arts and math annually in grades 3-8 as well as once in high school. Students must also be tested in science at least once in elementary, middle, and high school.

Catawba County Schools' Federal Programs Department updates parents twice a year at Parent Advisory Council meetings.

Please contact J.R. Sigmon at 828-464-8333 if you'd like to be involved.





# Title I Catawba County Schools' Parental Engagement Policy

ADOPTED JANUARY 2019  
Descriptor Code: 1.3200/3.5600  
Voted on by PAC May 2020

Descriptor Term: TITLE I PARENTAL ENGAGEMENT

Legal References: No Child Left Behind Act of 2001, 20 U.S.C. 6301 et seq.; 20 U.S.C. 7801(32); State Board of Education Policy TCS-R-000  
Family Educational Rights and Privacy Act, 20 U.S.C. 132g;

Cross References: Parental Involvement (policy 1.3100/4.3100), Goals and Objectives of the Educational Program (policy 3.0000), Curriculum Development (policy 31000)

The board of education believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents are their children's first teachers; therefore, the continued engagement of parents in the educational process is most important in fostering and improving educational achievement. School system officials shall strive to support parents and provide parents with opportunities to become engaged in the programs offered by the Title I schools.

## A. DEFINITION OF PARENTAL ENGAGEMENT

For the purposes of this policy and the Title I program, the term "parental engagement" means the participation of parents and guardians in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring the following:

1. that parents play an integral role in assisting their child's learning;
2. that parents are encouraged to be actively engaged in their child's education at school;
3. that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. that the school system engages in activities to support parental engagement in the Title I programs.

## B. PURPOSE AND OPERATION OF TITLE I PROGRAM

The purpose of the Title I program is to provide instructional activities and supportive services over and above those provided by the regular school program for eligible economically disadvantaged students. When applicable, students must be selected to receive Title I services based on objective criteria that are consistent with federal and state requirements, such as standardized test scores, teacher judgment, and results of pre-school screening and home-school surveys.

Qualified Title I schools shall operate as school-wide programs or targeted assisted programs based upon federal eligibility criteria. School-wide programs shall utilize a comprehensive school improvement process enabling schools to serve all students in the school. Targeted assisted programs shall provide services to eligible students in the school having the greatest need for assistance.

# Title I Catawba County Schools' Parental Engagement Policy Continued

## C. ANNUAL MEETING

Each year, Title I parents must be invited to an annual meeting, at which time parental rights shall be explained, programs and activities provided with Title I funds shall be discussed, and input shall be solicited from parents. In addition, all parents shall have an opportunity to evaluate the effectiveness of the Title I programs and the parental engagement policies and plans. Data collected from these findings shall be used to revise Title I programs and parental engagement plans.

## D. PARENTAL ENGAGEMENT EFFORTS

The board believes that the engagement of Title I parents in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of the children. The Title I staff and all school system personnel shall strive to engage parents in activities throughout the school year.

The superintendent shall ensure that this system-level parental engagement policy is developed with parents, agreed upon with parents and distributed to parents of participating students.. In addition to the system-level parental engagement policy, each school participating in the Title I program shall jointly develop and distribute to parents a school-level written parental engagement policy that describes the means for carrying out school-level policy, the sharing of responsibility for student academic achievement, building the capacity of school staff and parents for engagement, and increasing accessibility for participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory children.

School-level plans must engage parents in the planning and improvement of Title I activities and must provide for the distribution to parents of information on expected student proficiency levels and the school's academic performance.

**INSPIRE**   
**Catawba County Schools**  
**EMPOWER** **ENGAGE**

# **Title I Catawba County Schools' Parental Engagement Policy Continued**

In addition, school system officials and Title I school personnel shall do the following:

1. engage parents in the joint development of the Title I Program and the process of school review and improvement by including parents on the school advisory committee and committees that review the Title I program;
2. provide coordination, technical assistance and other support from various central office departments necessary to assist participating schools in planning and implementing effective parental engagement activities that are designed to improve student academic achievement and school performance;
3. build the schools' and parents' capacity for strong parental engagement by collecting and disseminating information on effective parental engagement techniques;
4. coordinate and integrate parental engagement strategies with parental engagement activities in other programs, such as Head Start, Reading First and similar programs;
5. with the engagement of parents, conduct an annual evaluation of the content and effectiveness of the school system parental engagement policies and program to determine current and future needs, and ensure that such policies are developed/modified with parents, agreed upon with parents and distributed each fall to parents of participating students;
6. strive to eliminate barriers to parental participation by assisting parents with disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation, including making a conscientious effort, to the extent practicable, to provide all written communication, including parental engagement policies, in a language that is spoken or read at home;
7. provide assistance to parents of participating Title I children in understanding the state's testing standards, the assessments used, Title I requirements and all national, state and local standards and expectations through such efforts as community-based meetings, sending information home, newsletters, workshops and newspaper articles;
8. design a parent-student-school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;
9. with the assistance of parents, ensure that teachers, pupil services personnel, principals and other staff are educated in the value of parents as partners in the educational process and understand how to work with, communicate with and reach out to parents as equal partners in education;
10. distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement through such methods as technology or literacy training;
11. coordinate and integrate parental engagement programs with pre-school programs and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;
12. strengthen the partnership with agencies, businesses and programs that operate in the community;
13. ensure that parents are engaged in the school's Title I activities; and
14. provide such other reasonable support for Title I parental engagement activities as requested by parents.
15. provide parents with a description of benchmark/standardized assessments used to monitor/measure student progress and achievement.
16. inform parents of benchmark/standardized assessment testing dates and/or windows.

The superintendent shall develop administrative procedures to implement the requirements of this policy.

# School-Parent Compact

Each school receiving funds under Title I 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 activities, services, and programs. That compact is part of the school's written parental engagement policy developed by the school and parents. The compact must outline how parents, the 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

The school and the parents of the students participating in activities, services, and programs funded by Title I will agree that the compact outlines how they 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.

## REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

### School Responsibilities

The school will:

- 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.
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their children's progress.
- Provide parents reasonable access to staff.
- Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities.

### Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child'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 policy advisory groups, such as being the Title I parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the state's Committee of Practitioners, the School Support Team, or other school advisory or policy groups.



**Catawba County Schools has a Teacher/Parent/Student Agreement that is part of the compact process.**