



Title I Parent Handbook



2023-2024

Vandalia-Butler City Schools

Demmitt Elementary, Helke Elementary

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Vandalia-Butler City Schools

Our Vision:

To inspire our students with a passion for learning, service to community, and success in an ever-changing world.

Our Mission:

We empower students with knowledge, creativity, and skills to enrich their families, communities, and careers.

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This parent handbook is provided to acquaint parents with the Title I programs in Vandalia-Butler City Schools. The Title I programs are developed through 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(s) are necessary for all students to meet education standards. Teachers, staff, and parents plan how to best meet 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 the results and to evaluate needs again.

WHAT IS TITLE I? 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. Nearly all school districts in Ohio participate in the Title I program each year. 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 I PROVIDE?

The Title I program provides assistance in one or more academic areas for children in grades K-3. Extra help includes:

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

WHAT IS A TITLE I SCHOOLWIDE PROGRAM?

A school-wide Title I program offers all students in a school building the chance to learn with a wide array of options. The staff and parents of students in a schoolwide Title I building create a plan for meeting the educational needs of all students, 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 schoolwide Title I buildings. Demmitt Elementary School is a schoolwide Title I building. All students attending Demmitt Elementary can receive Title I services.

WHAT IS A TARGETED-ASSISTANCE TITLE I BUILDING?

Targeted assistance programs are focused on specific groups of students in a school building. Helke Elementary School is a targeted-assistance Title I building. This means that only students who are struggling the most in reading at each grade level will receive Title I services.

DISTRICT IMPROVEMENT PLAN GOALS

Goals for Vandalia-Butler City Schools are in compliance with state and federal guidelines along with strategies and programs to assist in achieving those goals. The following goals have been identified for all students and staff:

1. For the 2022-2023 school year, the Vandalia-Butler City School district will have 100% of third grade students meet Ohio's Third Grade Reading Guarantee.
2. By 2023, the Vandalia-Butler City School district will improve the "Improving At-Risk K-3 Readers" performance on the Ohio School Report Card.

To meet the District's Improvement Plan goals, the school district provides intervention to students who are at-risk in reading and math based upon a comprehensive review of local and standardized assessments.

TITLE I PROGRAMS IN THE VANDALIA-BUTLER CITY SCHOOLS

Currently, the Vandalia-Butler school district provides intervention to students that are at-risk in reading. At-risk in reading means that a student is reading below grade-level and may not ultimately be successful on the state's third grade achievement assessment. Accordingly, the classroom teachers and Title I teachers work together to provide the needed assistance to students so that all students can reach high academic standards.

The assistance in grades K-1 focuses on foundation skills in phonemic awareness, letter sound recognition, and phonics.

Grades 2 and 3 will focus on phonics and reading fluency to build stronger reading comprehension skills.

Title I teachers work with the students in small groups for approximately 30 minutes each day, five days a week. **Your child will not lose reading instructional time with their regular classroom teacher.** Each elementary school building has its own Title I teachers to meet the needs of students in those buildings. Each of these teachers meets the federal requirement for being highly qualified to teach your child. In addition, Title I teachers have the opportunity to receive additional professional development training in reading instruction each year.

The Title I teachers design instructional programs based upon unique individual needs. Extensive screening of students is conducted by teachers prior to selection into the program. Diagnostic assessments such as Really Great Reading decoding assessment, AIMSweb, Developmental Reading Assessment (DRA), and Measures of Academic Progress (MAP) are used to determine the strengths and weaknesses, and where intervention is needed. Classroom teacher input is part of the process of screening, selection, and instruction. All students are exposed to grade-level content standards.

CLASSROOM TEACHER AND TITLE I TEACHER COORDINATION

The following activities represent classroom teacher and Title I teacher coordination activities:

- Individual student's reading and math strengths and weaknesses are shared with the classroom teacher and instructional level is noted.
- Classroom teachers are consulted regarding schedules
- All test scores are shared and decision making is data driven.
- Classroom teachers complete a formal evaluation of the Title I services at the end of the year. Input as to suggestions for improvement are solicited.
- Classroom teachers and Title I teachers share information about student's progress based on formative and summative assessment and instruction.

EVALUATION

Ongoing evaluations will be conducted to monitor student progress. These evaluations will be diagnostic, unit assessments formative assessments and state tests. Teachers will work

together to add in programs, to analyze data, and to plan for optimal student learning. NWEA Map testing will occur three times a year to monitor student progress.

PARENT INVOLVEMENT AT THE SCHOOL

Each school shall support and encourage parental involvement opportunities, as identified in a school parent 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 each individual child's progress. The plan includes providing communication for parents of students who are English Language Learners.
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 compliment 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 Principal/Site Administrator 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.

PUBLIC MEETING

Parents will be invited to an annual Title I meeting to discuss program requirements and all aspects of the Title I program. Parents will be informed of instructional objectives, programs, and methods available in the building. Additionally, a public meeting will be held in the spring for all interested parents who would like to provide feedback on Title I and all Federal programs.

Parents will be offered specific ways to work with their children at home during workshops, through conferences, and with informal literature and web resources.

Parents are also encouraged to volunteer at their child's school. Please see your child's Title I teacher for additional information.

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 web site resources.

PARENT INVOLVEMENT ACTIVITIES

Parents will be consulted through the 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, PTO meetings, Family Literacy Night, etc. These ongoing means of consultation enable parents and school to work together in partnership to better each child's education.

COMMUNICATION

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

ACTION PLAN FOR FAMILY INVOLVEMENT

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. Assist parents who are second language learners with translation of school information.
 - c. Continue to provide Parent Institute newsletters for families via website.
 - d. Provide a Parent/Guardian webpage accessible from the CCSD website.
 - e. 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 PTO.
 - d. Encourage parents to be actively involved in students learning at home through access of district resources.
- (3) Continue to support family involvement programs that encourage student learning and focus on home-school communication.
- a. Use the School-Parent Compact as tangible evidence of partnership with parents.
 - b. Continue to provide family learning opportunities:
 - c. Communicate with parents when issues arise in the classroom.
- (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 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 PTO.
 - 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.

WELCOME!

The Title I staff anticipates a successful school year and we look forward to working with you and your child to create a positive learning experience for your child.