

North Hancock Elementary  
Title I  
Parent Handbook



Hancock County Schools  
North Hancock  
330 Frank Luttrell Rd.  
Lewisport, Ky. 42351  
270-927-7900

## Title I District Advisory Staff

### **District Administrative Personnel**

Hancock County Schools Coordinator of Federal Programs:  
Gina Beaver, Assistant Superintendent  
270-927-6914

### **North Hancock Title I Teaching Personnel**

Anita Lamar, Title I Teacher  
Audra Bolen, Title I Teacher  
Heather Clark, Title I Teacher

### **District Mission**

The mission statement of the Hancock County School System is to embody the principles and practices of a champion organization as we prepare students for college, career, and life. In the preparation of our students for success, we are committed to instilling and conducting ourselves with integrity, service, quality and trust.

### **District Goals**

1. Literacy-Students will understand, use, reflect on and engage with a variety of written texts in order to achieve their goals, develop one's knowledge and potential and to participate in society.
2. Relationships-Students will feel valued and will actively participate in their learning experiences, be able to express their voice and to see their thought translate into a part of their school experience.
3. Rigor-Teachers will work together within and across content areas to develop quality assessments that are rigorous, reflect the standards taught, and provide each student the opportunity to think deeply, make inferences, demonstrate knowledge and apply that knowledge. Assessments will reflect thorough development, review and will provide all students access to a consistent assessment experience.
4. Engagement-Students who are engaged in their work are driven by four goals- 1- Success (the need for mastery), 2- Curiosity (the need for understanding), 3- Originality (the need for self-expression), 4- Relationships (the need for constructive involvement with others). -- *Schlecty, 1994*

# Title I Parent Handbook

This parent handbook is provided to acquaint parents with the Title I program at North Hancock Elementary. The Title I program has been developed through the efforts of parents, teachers, administrators and Title I staff. Programs are planned through a series of steps. First a needs assessment is conducted through input from parents, teachers and staff through a survey. The needs assessment determines what is needed for all students to meet education standards and a years' growth. Second, teachers, staff and parents plan how to best meet the individual student needs by examining assessment data. Next, teachers receive training on how to best serve these needs and implement the plan developed. Resources are gathered that are needed to implement the plan and finally a yearly review is conducted to examine results and evaluate needs again.

## What Is Title I?

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 set for all children. This includes children who:

- Have trouble reading words
- Read below their grade level
- Have trouble understanding what they read
- Have trouble with reading fluency which impacts the student's comprehension
- Have trouble understanding Math concepts

## What Help Does Title I Provide?

Title I provides assistance in academic areas of Reading and Math. Extra help includes:

- Additional teachers to work with small groups, one-on-one or within the classroom setting
- Additional training for staff
- A variety of instructional strategies and research based materials and evidence based instruction.

## What Is a Title I School Wide Program?

A school wide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students,

particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement. This schoolwide reform strategy requires that a school---

- Conduct a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan; and
- Conduct an annual review of the effectiveness of the schoolwide program and revise the plan as necessary.

The emphasis in schoolwide program campuses is on serving all student, improving all structures that support student learning and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I.

The schoolwide approach to achieving these ambitious goals is based on the premise that comprehensive reform strategies rather than separate, add-on services are most effective in raising academic achievement for the lowest achieving students in school. A well-designed and implemented schoolwide program touches all aspects of the school's operation and offers an appropriate option for high-poverty schools seeking to improve achievement for all students, particularly the lowest achieving.

*Source: Designing Schoolwide Programs/USDE/Non-Regulatory Guidance, March 2006*

## **Title I at North Hancock Elementary**

Intervention is provided to students that are at-risk in reading in grades K-3. The staff continues to evaluate student performance on state and district assessments (KPREP, MAP and Guided Reading Assessment) to ensure that the needs of all students are met. The classroom teachers and Title I teacher works together to provide the needed assistance so that all students can reach high academic standards. Title I staff works with students based on need and grade level by using one or more of the following approaches: in the inclusionary classroom, small group, and or in a one-to-one intensive instructional approach.

All students will be exposed to grade level content standards. Classroom teachers, the intervention specialist and instructional assistants 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.

Reading Recovery (First grade), CIM-Comprehensive Intervention Model (First-Third Grade) and the Jan Richardson Guided Reading Model (Second -Fifth Grades) are used to individualize instruction for at-risk students. Students are given a diagnostic evaluation to determine their

current levels and skills in reading. They work at their current independent level in those subjects to achieve individual growth.

The school will provide high quality and continuous professional development for teachers and staff during team level PLC's and after school meetings. The Reading Specialist will continue to work closely with classroom teachers to allow for growth in the content area of reading.

On-going progress monitoring will be conducted to monitor students. These evaluations will be formative assessments (in the form of weekly running records of the students reading), progress monitoring (AIMSweb Probes), district (MAP) and state tests. Teachers will work together to analyze data and plan for optimal student learning.

## **Classroom Teacher and Title I Teacher Coordination**

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

1. Individual student's reading strengths and weaknesses are shared with the classroom teacher and an instructional level is noted.
2. Classroom teacher are consulted regarding schedules.
3. Informal meetings are held to discuss specific children's progress.
4. Teachers fill out a formal evaluation discussing the benefit of Title I services at the end of the year. Input as to suggestions for improvement is solicited.
5. Suggestions for working effectively with parents are shared with classroom teachers and principals at the Title I school. Our goal is to build a partnership between home and school. Classroom teachers and Title I instructors share information about student progress based on quarterly assessment and instruction. Quarterly written report at report card periods are given to the classroom teacher regarding individual children's progress.

Classroom teachers and the Title I teachers share information about student progress based on quarterly assessments and instruction. Quarterly written reports at report card periods are given to the classroom teacher regarding individual children's progress.

## **Parent Involvement at School**

North Hancock Elementary supports and encourages parental involvement opportunities, as identified in the school parent involvement policy. The policy will be developed in cooperation with parents and will 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 to teachers and other personnel the value and utility of the contributions and involvement by parents.
6. The availability of assistance to parents in understanding the State's academic achievement and assessment standards.
7. The availability of materials and training to help parents work with their children to improve their children's achievement.
8. The timely notice to parents of information about parent involvement programs.
9. Whenever possible, the coordination, cooperation and integration of parent involvement activities with community and other school groups such as PTO, Scouts, and extra-curricular activities being held in the community.
10. 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.

## **In Facilitation Effective Parental Involvement, the Principal May:**

1. Provide at least one annual meeting and other additional meetings at parent request, where parents may formulate suggestions and participate in decision-making about the education of their children.
2. 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.
3. Whenever practical, parental involvement materials and information shall be provided in a language and format that parents understand.

# Title I Parent Involvement Policy

In recognition that the parent is the child's first and most important teacher and that the parents continued involvement is essential for the success of the child, North Hancock Elementary is committed to building a strong parent-school partnership.

## School Requirements for Parent Involvement

A School-Parent Involvement Policy, developed jointly and agreed upon by parents of Title I students, is in effect and serves to promote parent involvement.

- In compliance with federal regulations each school will:
- Hold an annual meeting by November 30<sup>th</sup>, to inform parents of the school's participation in Title I and what this means for them.
- Schedule a minimum of 2 parent meetings to be held at times most convenient for parents (morning, evening, afternoon) where transportation or home visits are provided as needed.
- Provide opportunities for parents to assist in planning, reviewing, and offering suggestions on school programs, the parent involvement program, school compact and school wide programs.

Information to be shared with parents includes a description of:

- Title I program and purposes explained.
- State Academic Content Standards and coordination of instruction.
- Student achievement –Literacy Benchmarks, Diagnostic tests, MAP and Response to Intervention (RTI).
- School progress in meeting local and state standards (brief summary).
- On-going communication opportunities available:
  - Parent conferences
  - Progress reports
  - Informal contacts by phone, email or notes
- Opportunities for parents to become a school volunteer.
- Opportunities for parents to make suggestions and participate in decision making regarding:
  - Parent involvement activities and the parent involvement policy.
  - Use of parent involvement funds, if any.
  - Ways to strengthen the effectiveness of the Title I program.
  - Ways to build capacity to increase parent involvement.

- The Parent Involvement Policy shared with parents.
- The School-Parent Compact requirements are shared with parents.
- What activities parents want for meetings.
- Materials provided to parents are in a format parents can understand.
- Parents are informed of their right to know teacher and instructional paraprofessional qualifications.

An evaluation of the effectiveness of the parent involvement policy and parent activities is conducted annually to:

- Provide parents with an opportunity to express comments, concerns, and suggestions regarding parent activities and the parent involvement policy.
- Identify successful activities and to modify parent activities and policies to better meet the needs of parents and increase parent participation.

The School-Parent Compact clearly outlines the responsibility of the family, the school, and the student for academic success. By pledging to share the responsibility, the family, the school, and the student will enter into a partnership for the purpose of promoting academic excellence. The Compact will be discussed during the first parent conference of the school year.

The Compact will be developed with input from parents and it will describe specific responsibilities for the parent, school, and student for student achievement.

The Compact will serve as a way to build and develop a strong partnership between home and school for the purpose of increasing student achievement.

The Title I Program at North Hancock Elementary will support partnerships among schools, parents and the community by:

- Assisting parents in their understanding of the importance of literacy benchmarks and achievement tests and how to monitor and support student achievement.
- Provide training for school staff in effective ways to reach out and to work with parents as equal partners in building ties between home and school.
- Providing opportunities for parent training to help parents become a full partner in their child's education.
- Assisting parents in accessing literacy-training opportunities in the community.

Documentation of parent involvement will include:

- Agendas from parent meetings or training sessions, signatures of those attending the meetings, comments from parents and survey results.

# **Annual Evaluation of Federal Programs**

Comments/Suggestions from parents of participating Title I children are solicited annually on the following proposed programs and budgets for the expenditure of Federal funds including:

- Title I: Improving of Academic Achievement of the Disadvantaged
- Title II-A: Improving Teacher Quality
- Title II-D: Technology
- IDEA-B: Special Education

These Federal dollars are used to provide services, staffing, equipment and materials. This public input is solicited on an annual basis and used in the development of the district Consolidated Continuous Improvement Plan (CCIP). Contact Gina Beaver, Assistant Superintendent at (270) 927-6914 for more information.

# **Annual Review of Parent Involvement Policy/Handbook**

Annually the district's Parent Involvement Policy and Parent Title I Handbook will be reviewed by the district's advisory committee consisting of administrators, teachers and parents and then disseminated during out fall building meeting with Title I parents.

# **Parents Right-to-Know**

Parents of students in all Title I served buildings may request information regarding the professional qualifications of the student's classroom teacher.

Notice will be given to parents of students in Title I served buildings when their child has been assigned to be taught, or has been taught for four or more consecutive weeks, by a teacher who is not Highly Qualified and provided information on the level of achievement of their child in each of the state academic assessments.

Notification to parents of Limited English Proficient (LEP) students participating in Title I funded LEP programs that supplement locally funded LEP programs, to the extent practicable, in a language the parents can understand will be provided.

# Homelessness

## Who is homeless?

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence and includes the following;

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
- Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described above.

Your preschool-aged and school-aged children have certain rights or protections under the McKinney-Vento Homeless Education Act. For more information please contact the Hancock County Board of Education at 9270) 927-6914. You can also call the national Center for Homeless Education at the Toll-Free Helpline at 1-800-308-2145.

**North Hancock Title I**  
**Teacher End Of Year Survey**

**North Hancock Title I**  
**School-Parent Compact**