

Title I Parent Handbook

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Austintown Local Schools



700 S. Raccoon Road
Austintown, Ohio
44515



Updated 10/18/2024

What is Title I and how are the services determined?

Title I is a federal grant program designed to give educational assistance to students living in areas of high poverty. The Title I program originated in 1965 when Congress passed the Elementary and Secondary Education Act, and was reauthorized in 2001 with the passage of the No Child Left Behind Act. It was reauthorized again with the Every Student Succeeds Act in 2015. Title I is one of the oldest and largest federal programs supporting elementary and secondary education, over 90% of the school systems in the United States receive some sort of Title I funding. The purpose of Title I is to provide all children “significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.” To achieve that, states must develop accountability systems to identify and support schools with academically struggling students, and LEAs and schools must use their Title I funds to improve student outcomes, including academic achievement.

[TITLE I SERVICES \(Board Policy-2261\)](#)

Austintown Local Schools (ALS) has four Title I schools: Austintown Elementary School; Austintown Intermediate School; Austintown Middle School; and Fitch High School. They all operate schoolwide programs due to having a poverty rate of 40% or more in each building. Programs are planned through a series of steps and students served are identified through various diagnostics, teacher, and/or parent recommendations. Because ALS receives federal funds and all our schools are Title I schoolwide, the district and each school must participate in the Ohio Department of Education and Workforce (ODEW) [Education Department System of Tiered E-Plans and Supports \(ED STEPS\)](#). ED STEPS is a system that enables educational entities to efficiently and effectively assess needs, plan, and leverage funds to prepare students for a successful future. As part of the ED STEPS, the district and all schools are required to complete the One Needs Assessment and One Plan to assist with creating quality improvement plans. The One Needs Assessment is a pre-planning tool designed to allow educational entities to identify their needs in a single location to drive impactful planning. The One Plan is a systemic consolidated planning tool strategically aligned to funding, resources, and focused on improving outcomes for all students. The One Plan will contain SMART goals, strategies, and action steps to drive improvement. This process aligns to The Ohio Improvement Process (OIP) which is a recommended framework used by district, building and teacher leaders as they plan for local continuous improvement across grade levels and subject areas to impact student achievement. The process facilitates communication and decision-making between and across levels of the system (district, central office, school, grade levels, content areas, classrooms) through the District Leadership Team (DLT), the Building Leadership Teams (BLTs) and Teacher Based Teams (TBTs). Teachers receive professional development/training on how to meet the needs and to effectively implement the plan. Resources are gathered to implement the plan with a yearly review conducted to examine results and to evaluate needs again. New goals may be designed yearly to maintain continuous goal setting and to ensure that the needs of all Austintown students are being met.

Schoolwide programs were first authorized under Title I of the Elementary and Secondary Education Act of 1978. Schoolwide programs offer all the students in the building the chance to learn with a far wider array of options. A framework for change is necessary, 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 buildings.

Goals, established by the Austintown Local Schools District Leadership Team, are in compliance with the state and federal guidelines. The following goals have been identified for all students and staff.

[Here is a link that includes all current goals, strategies, and action steps.](#)

Goal 1: By 06/01/2026, All Students at/in Austintown Local Schools to decrease 9.00% in Chronic Absenteeism using State Report Card – Gap Closing.

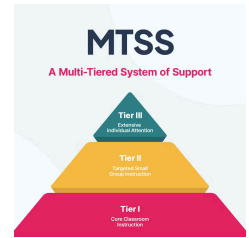
Goal 2: Using District Formative Assessments, All Students in all grades attending Austintown Local Schools will increase 10.00 % in English Language Arts Achievement by 05/29/2026.

Goal 3: Using District Formative Assessments, All Students in all grades attending Austintown Local Schools will increase 10.00 % in Math Achievement by 05/29/2026.



Multi-Tiered System of Supports (MTSS)

Austintown Local Schools utilizes a Multi-Tiered System of Supports to ensure that academic, social and emotional, and behavioral needs are *all* being met for all students. Title I supports are mostly targeted in academic areas of Reading and Math using the RTI model, along with Positive Behavioral Intervention Supports (PBIS) and Attendance supports. The staff continues to evaluate student performance on district and state assessments to ensure the needs of all students are met.



Students complete multiple diagnostic assessments to determine their current levels and skills in reading and mathematics. Students in K-3 complete Dynamic Indicators of Basic Early Literacy Skills (DIBELS) three times a year. As a second source of data, all students in K-3 complete i-Ready Reading and Math diagnostic assessments three times per year. Students in grades 4 & 5 also complete i-Ready Reading and Math diagnostic assessments three times per year. Kindergarten also completes the Kindergarten Readiness Assessment (KRA). Students in grades 6-8 complete IXL Reading and Math diagnostic testing three times per year. Students in grades 3-12 also participate in state assessment in reading, mathematics, science and social studies as another data source. All of these, including other individual assessments, are used to identify students' individual needs. The Director of Curriculum assists the staff in aligning instruction to the state content standards, pacing charts, data analysis, and assessments. The Director of Curriculum also provides training on specific, research based instructional strategies, such as the Science of Reading.

Response to Intervention (RTI)

Austintown Local Schools uses a tiered Response to Intervention (RTI) model. The classroom teachers, intervention specialists, and Title I teachers, tutors, and educational aides, work together to provide the needed assistance to students during classroom instruction and intervention time. All students will be exposed to grade level content standards within the context of a regular classroom. Small group or individual intervention will be given to students having difficulty mastering the content in reading and/or math. Supplemental materials may be used to meet the needs of students having difficulty in specific content areas.

Austintown Local Schools will have a smaller student ratio for instruction to strengthen student academic development and offer extended learning opportunities through additional intervention periods. Classroom reduction often occurs with the use of a push-in model of co-teaching. Multiple classrooms in Austintown have two teachers providing instruction and remediation.

Extended Learning Opportunities

Austintown students may also receive extended learning opportunities through before and after school programs and/or summer school programs. Students will be identified for such programs based on diagnostic assessments, classroom performance, and teacher recommendations.

Parent Involvement in Education

[PARENT AND FAMILY ENGAGEMENT \(Board Policy-2111\)](#)

[PARENT AND FAMILY MEMBER PARTICIPATION IN TITLE I PROGRAMS \(Board Policy-2261.01\)](#)

The Austintown Local Board of Education believes parental involvement is a vital part of the Title One program. In order to involve parents in the education of their children and to support a partnership among the school, parents and the community for improving student academic achievement, the Superintendent and building principals will strive to :

- A. assisting parents of children served under Title I in understanding such topics as the State academic standards, State and local academic assessments, Title I, and how to monitor their child's progress and how to work with educators to improve their child's achievement;
- B. providing materials and training to help parents work with their children to improve achievement, such as literacy training and using technology (including education about the harms of copyright privacy);
- C. educating teachers, specialized instructional support personnel, school leaders (including principals), and other staff, with the assistance of parents, about the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the school;
- D. to the extent feasible and appropriate, coordination and integration of parent involvement programs and activities with other Federal, State and local programs (including public preschool programs), and conducting other activities that encourage and support parents more fully participating in the education of their children (e.g., parent resource centers);
- E. providing information related to school and parent programs, meetings, and other activities to parents of participating children in a format, and, to the extent practicable, in a language the parents can understand;
- F. providing such reasonable support for parent involvement activities as parents may request.

As a component of the school-level parent and family engagement policy, the principal for each school shall coordinate the development of a school-parent compact jointly with parents of children served under Title I which outlines how the school staff, the parents, and the student will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the State's high standards.



“A positive parent-teacher relationship helps your child feel good about school and be successful in school,”

advises Diane Levin, Ph.D., professor of education at Wheelock College



TITLE ONE SCHOOL-FAMILY COMPACT



It is important parents, teachers, other school staff, and students will share the responsibilities 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 standards.

COMMITMENT FROM THE SCHOOL

Austintown Local Schools educators will strive to do the following:



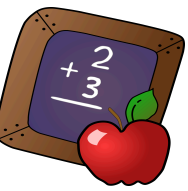
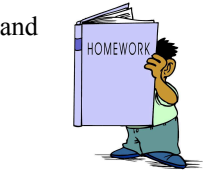
- Provide high-quality curriculum and instruction delivered by certified and highly qualified staff in a supportive and effective learning environment that enables the participating children to meet the state’s achievement standards
- Hold parent-teacher or student-led conferences to discuss student’s achievement
- Offer parents reasonable access to classroom teachers and administrators
- Communicate and work with families to support students’ learning
- Notify parents of changes affecting attendance, achievement, grades, or behavior
- Provide parents opportunities to volunteer, participate in classroom activities, and parent-family activity nights
- Endeavor to motivate students to learn
- Have high expectations and help every child to develop a love of learning
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families and that help each student achieve the school’s high academic standard

Staff _____

Date _____

COMMITMENT FROM PARENT/GUARDIAN

As the parent/guardian, I agree to support the learning of my student by doing the following:



- Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition
- Establish a time and assist your child with homework and monitor for completion. Monitor TV viewing and electronic device use at home
- Participate in parent/teacher conferences
- Promote positive use of my child’s extracurricular time
- Stay 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
- Participate, as appropriate, in decisions relating to my children’s education
- Support the school in its efforts to maintain proper discipline
- Practice flashcards nightly and help your child develop number sense
- Read to my child or encourage my child to read every day (10-20 minutes K-2, and 15-30 minutes for grades 3-12)
- Respect all school staff and the cultural differences of other

Parent/Guardian _____

Date _____

COMMITMENT FROM STUDENT

As a student, I will be responsible for growing as a learner and doing the following:



- Participate to the best of my ability in all of my classes
- Come to school ready to learn and work hard
- Bring necessary materials, complete assignments, and homework
- Know and follow school and class rules
- Limit my TV watching and electronic device use at home
- Let my teacher and family know when I need help
- Do my homework every day and ask for help when I need to
- Read at least 10-20 minutes (K-2) and 15-30 minutes for grades 3-12 every day outside of school time.
- Give to my parent/guardian all notices and information received by me from my school.
- Respect the school, classmates, staff and families and be responsible for my behavior



Student _____ **Date** _____

Parents Right to Know

Title One Schools

[TITLE I - PARENTS' RIGHT TO KNOW \(Board Policy-2261.02\)](#)

Parents have the right to know about the teaching qualifications of your child's classroom teacher in a school receiving Title I funds. The federal Every Student Succeeds Act (ESSA) requires that any school district receiving Title I funds must notify parents of each student attending any school receiving Title I funds that they may request, and the district will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

- I. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- II. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
- III. Whether the teacher is teaching in the field of discipline of the certification of the teacher; and
- IV. Whether your child is provided services by paraprofessionals and, if so, their qualifications.

You may ask for the information by contacting your child's building principal. Be sure to give the following information with your request:

- Child's Full Name
- Parent/Guardian Full Name
- Address
- City, State, Zip
- Teacher's Name

In addition, the parents shall be provided:

- information on the level of achievement of their child(ren) on the required State academic assessments;
- timely notice if the student is assigned to a teacher who is not "highly qualified" as required, or if the student is taught for more than four (4) weeks by a teacher who is not highly qualified.

The notices and information shall be provided in an understandable and uniform format, and to the extent practicable, in a language the parent(s) understand.

Requests must be in writing to the building principal.

GENERAL HOMEWORK TIPS FOR PARENTS

- **Make sure your child has a quiet, well-lit place to do homework.** Avoid having your child do homework with the television on or in places with other distractions, such as people coming and going.
- **Make sure the materials your child needs, such as paper, pencils and a dictionary, are available.** Ask your child if special materials will be needed for some projects and get them in advance.
- **Help your child with time management.** Establish a set time each day for doing homework. Don't let your child leave homework until just before bedtime. Think about using a weekend morning or afternoon for working on big projects, especially if the project involves getting together with classmates.
- **Be positive about homework.** Tell your child how important school is. The attitude you express about homework will be the attitude your child acquires.
- **When your child does homework, you do homework.** Show your child that the skills to be learned are related to things you do as an adult. If your child is reading, you read too. If your child is doing math, balance your checkbook.
- **When your child asks for help, provide guidance, not answers.** Giving answers means your child will not learn the material. Too much help teaches your child that when the going gets rough, someone will do the work for him or her.
- **When the teacher asks that you play a role in homework, do it.** Cooperate with the teacher. It shows your child that the school and home are a team. Follow the directions given by the teacher.
- **When homework is designed to be completed by your child alone, allow independent completion.** Too much parent involvement can prevent homework from having some positive effects. Homework is a great way for kids to develop independent, lifelong learning skills.
- **Stay informed.** Talk with your child's teacher. Make sure you know the purpose of homework and what your child's class rules are.
- **Help your child figure out what is hard homework and what is easy homework.** Have your child do the hard work first. This will mean he will be most alert when facing the biggest challenges. Easy material will seem to go fast when fatigue begins to set in.