

Title I

Parent Handbook



Crestline EV Schools

2017-2020



"Every Child, Every Chance, Every Day."

Title I Schools

Crestline Elementary School

435 Oldfield Road
Crestline, Ohio 44827
419-683-3647

Principal - Julie Murphy.....419.683.3647 ext. 45850
Director of Curriculum & Federal Programs - Amy Hill.....419.683.3647 ext. 46400
Director of Special Education - Ashley Rebillot.....419.683.3647 ext. 45139
Superintendent - Noreen Mullens.....419-683-3647 ext. 46000

Crestline EV Schools District Office

401 Heiser Court
Crestline, Ohio 44827
417-683-3647

Mission Statement

The Crestline Exempted Village School District will provide a positive learning environment that will allow all students to be life-long learners and socially responsible citizens, able to communicate and lead with confidence in an ever changing world.

Core Beliefs

- All students are able to learn and will be given the opportunity to learn
- Our top priority is to focus on student success
- Education is an investment in our community and all students will have the foundation to be successful in a constantly changing world.
- All students and staff will have a positive, safe, and caring environment
- All staff will be dedicated, diligent, and professional in maintaining a positive learning environment
- Staff, students, families, and the community share the responsibility for the development of a student's conduct, self-esteem, and academic achievement
- The purpose of education to make tomorrow better than today

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Title I

Title I is a federally funded program designed to improve educational opportunities by providing aid to elementary and secondary education. The intent of Title I is to expand learning opportunities while supplementing basic skills instruction in reading and math. This program serves students who have need of improving their reading and/or math skills.

The goals of the Title I program are to:

- Develop positive attitudes towards reading/language arts and math
- Individualize reading/language arts and math instruction according to student needs
- Increase reading/language arts and math achievement
- Increase student confidence and self-esteem
- Involve children with family in reading/language arts and math activities at school and home.

Title I Program at Crestline Elementary School

The Title I is a K-5 school-wide program at Crestline Elementary School, designed to improve the academic success for all students enrolled in the program. Based on the assumption that all children are capable of learning and that student achievement is in direct correlation to expectations set, and following the goals that have been set.

By 2020, all student kindergarten through grade twelve will show a minimum of a year's growth in academic core areas as determined by value added data and local assessments.

The Title I program is designed to reach as many students as possible by providing them with opportunities and support needed to achieve higher standards of performance within the classroom. Individual or small group instruction is provided to students who are "struggling" with a given concept - determined by the classroom teacher through the use of pre/post testing, daily work, informal observations, and benchmarking data.

Highly Qualified Staff

The Title I staff has met and/or exceeded the criteria set by the State of Ohio for highly qualified teachers. All para-professionals employed by Crestline Elementary School have met the requirements for being highly qualified through passing the State Para-Professional test or having the needed college credits.

Parent's Right to Know

What do I know about my child's teacher? The federal education law put into place by President Bush called "No Child Left Behind: requires that all parents in a Title I school be notified and given the opportunity to request information about the professional qualifications of classroom teachers and paraprofessionals that work with their child(ren). If you are interested in this information you may send your request to the Federal Programs Director who will provide a response. The Parent's Right to Know Letter also goes home with all students at the beginning of the school year and is posted on the District website. ([Attachment 1](#))

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Third Grade Reading Guarantee

In June of 2012, the Ohio General Assembly and the Governor signed into law SB316 that mandates the Third Grade Reading Guarantee. This legislation emphasizes reading instruction and intervention in the early grade levels. The Third Grade Reading Guarantee law impacts students, families, schools and districts in many ways.

The law requires all districts to:

- Administer a diagnostic reading assessment for each student Kindergarten through Grade 3 by September 30th of each school year.
- Send a letter to parents if their child is “Not On Track” with their appropriate grade level for reading.
- Create an individualized Reading Improvement and Monitoring Plan (RIMP) – Attachment 2 - for all students who are “Not On Track.”
- Provide intensive reading intervention for the students “Not On Track” to help support student learning and growth in reading.
- Retain students who do not reach the appropriate level of reading competency by the end of third grade on the AIR Assessment or other approved vendor assessment.

Reading assessments are not new in Crestline Schools. Our classroom teachers use the results of student assessments to inform planning and instruction for students at each student’s individual learning level. Crestline Elementary uses the STAR Diagnostic and Ohio Diagnostic Assessments both to evaluate and monitor reading ability. Our district provides a variety of intervention supports in addition to Title I services: Intervention Specialists, Reading Vocabulary, Total Phonics, Wilson Phonics, LLI - Leveled Literacy Intervention, and Intervention at Level. We believe that addressing reading concerns early is the best path to overall success.

All students entering third grade must demonstrate a certain level of competency in reading before advancing to fourth grade. This level will start between “Limited” and “Proficient” on the AIR Assessment in reading for grade 3. The AIR Assessment in reading for grade 3 will be given once during first semester and again during second semester. Students receiving a score of 50 or higher will be marked as a proficient reader at the third grade level.

Students in our district that do not meet the score of a 42 or higher on the AIR Assessment will be given a vendor approved assessment during second semester. This assessment is an alternate that can be taken to achieve a score that satisfies the Third Grade Reading Guarantee requirements and qualifies for promotion to fourth grade.

Students may be retained if they do not reach the required scores on the AIR assessment or approved vendor assessment at the end of third grade.

Crestline Elementary provides a comprehensive approach to literacy instruction, the Strategic Balanced Literacy Framework. Diagnostic and formative assessments are a critical component of this model. All students Kindergarten - Third grade are assessed using one or more of the following diagnostic assessments:

- STAR Diagnostic

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- Ohio Diagnostic
- DIBELS
- Approved Vendor Assessment

Communication outreach to families will include:

- Notice of Third Grade Reading Guarantee
- Parent Reading Partnership Letter and Plan
- Identifying Data
- Intervention Plan
- Progress Monitoring Plan
- Plan for collaboration between the IAT (Intervention Assistance Team) and home.

Extended school day and school year opportunities are also available.

Title I Math

Title I Math at Crestline Elementary School is a school wide program which strives to support students in the achievement of standards. The program delivers services in a variety of forms. Title I Math seeks to provide additional or extended learning opportunities, individualized support, and alternative instructional strategies. Teachers utilize flexible and leveled grouping, test preparation, and co-teaching to all students in the classroom. These strategies, along with others gained through professional development courses, allow our program to identify, remediate, accelerate, and strengthen math skills within our students.

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Crestline EV School District
Title I Policy Guideline: Family Engagement/Involvement

Philosophy of Family Participation

The Crestline EV School District recognizes that families are their children's first and most influential teachers. The involvement of family members helps children learn more effectively. Research has demonstrated that parental involvement increases the effectiveness of Title I Programs.

By working with teachers and my reinforcing and promoting learning objectives in the home, family members can dramatically improve their children's educational achievement. Both research and intuition confirm that family member consultation and involvement are key ingredients in successful educational programs.

Crestline EV School District's Title Program will include these activities to promote family engagement:

1. Annual Open House at the beginning of the school year for all students and family members, Title Information is available at this event.
2. Teacher conferences held twice per school year. All families invited to schedule conferences with all members of their child(ren)'s educational team.
3. Family Literacy Night
4. Family Math/Science Night
5. Parent suggestions in planning, developing, and implementing the Title Program.
6. Timely information, materials and suggestions will be provided to help parents promote their child(ren)'s education in the home.
7. Parents encouraged to volunteer in Title Programs and Projects.
8. Copies of this policy posted on the school website and available in print upon request.

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Crestline EV School District Parent Involvement Policy

Crestline Elementary School will do the following:

1. Involve families in the joint development of a written parental involvement policy that describes ways of meeting the following requirements in Title I and the ESSA (Every Child Succeeds Act).
2. Distribute notification of the policy to families in an understandable format and language. (Parent Notification Letter) - hard copy and on website
3. Provide periodic updates of the Third Grade Reading Guarantee to meet the changing needs of families and the school. (on District website)
4. Hold an annual meeting at a convenience time for all parents to have the opportunity to learn about the school's involvement in the Title I Program, explain the requirements of Title I and to explain the rights of family members to be involved.
5. Hold scheduled family events:
 - a. Open House
 - b. Teacher conferences (twice annually and by request)
 - c. Literacy Night
 - d. Math Night
6. Involve family members in an organized, ongoing, and timely way in planning, review, and improvement of the Title I programs, including the parental involvement policy of the School-wide Program Plan.
7. Provide the following items to families:
 - a. Timely information about Title I Programs
 - b. Opportunities for regular meetings, if requested by family members, to:
 1. Make suggestions
 2. Receive timely responses
 3. Participate, as appropriate, in decisions relating to the education of their child(ren).
8. Provide families of participating students a "school-parent compact" (Attachment 3) that outlines:
 - a. The shared responsibility of families, students, and the entire school staff to improve students' academic achievement.
 - b. The shared responsibility between the school and families to help children achieve the state academic content standards.

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Evaluation of the Title I Program:

Parents of the students 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 parental involvement policy, areas of strengths and weaknesses, and barriers to be overcome. The Title I staff, with the help of the Parent Advisory Council (PAC) will use this information to evaluate the program and make changes within the program as needed.

Title I Plan

The Crestline Title I Plan was approved by the Board of Education and the Ohio Department of Education (ODE) for implementation each school year. The Plan is on file in the school office and on the District website. The plan was reviewed by the Title I Planning Committee prior to submission to ODE.

Title I Complaint Procedure

A parent, student, employee, or district stakeholder who has a complaint regarding the use of Federal funds and is unable to solve the issue on the local level, may address the complaint in writing to the district's superintendent. Disputes addressing the enrollment, transportation (including inter-district disputes), and other barriers to the education of children and youth experiencing homelessness are also addressed under this procedure. Parents, guardians, and unaccompanied youth may initiate the dispute resolution process directly at the school they choose, as well as at the district or district's homeless liaison's office. The parent or guardian or unaccompanied youth shall be provided with a written explanation of the school's decision including the rights of the parent, guardian, or youth to appeal the decision. Students should be provided with all services for which they are eligible while disputes are resolved.

The superintendent will investigate, within one week, the circumstances of the complaint and render a decision, within two weeks, after the receipt of the complaint.

The superintendent will notify the complainant of the decision in writing.

The complainant will be allowed one week to react to the decision before it becomes final.

The complainant will either accept or disagree with the decision and will provide such acknowledgment in writing, addressed to the district superintendent.

If the issue is not resolved with the superintendent, the complaint will be forwarded to the district's board of education (BOE) for further review. The parent or guardian or unaccompanied youth shall be provided with a written explanation of the district's decision including the rights of the parent, guardian, or youth to appeal the decision. Unresolved complaints may be forwarded by the stakeholder to ODE for review. (Consult ODE Complaint Procedure)

Complaint Resolution Policy

It is the policy of ODE to investigate all allegations of noncompliance with state or federal law, rules, or regulations. In order to initiate a complaint with ODE that a school district or ODE has violated state law or regulations, or federal law or regulations that apply to any covered federal program, a complainant must submit a written, signed complaint that: 1). Describes the pertinent facts; 2). Identified the alleged violations of the law; and, 3). Recommends how the complainant would have ODE resolve the complaint. The complaint must also be mailed to ODE. Complainants include any: public agencies, parents, or other individuals or organizations. ODE will not accept or investigate allegations of violations from anonymous sources. ODE will strive to resolve all complaints within sixty days of receipt.

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Crestline Elementary
435 Oldfield Road
Crestline, Ohio 44827
(419) 683-3647



Crestline Exempted Village Schools
ESSA (Every Student Succeeds Act)
Family Right to Know Letter

Crestline High School
435 Oldfield Road
Crestline, Ohio 44827
(419) 683-3647

August 14, 2017

Dear Parent/Guardian:

The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015, and represents good news for our nation's schools. The previous version of the law, the No Child Left Behind (NCLB) Act, was enacted in 2002.

The law requires that all schools receiving Title I funds must inform parents of their right to ask schools about the qualifications of their child's teachers. Our school receives Title I funding and we are happy to share this information with you at your request.

We believe that nothing is more important to your child's education at school than having a well-prepared and highly qualified teacher. The law requires that all teachers must meet a specific legal definition of "highly qualified" in order to teach in schools that receive Title I funding. The legal definition of a "highly qualified teacher" has three parts. It states that the teacher must have the following:

1. A four-year college degree
2. A regular teaching certificate/license
3. Proof of his/her knowledge in the subject he/she teaches

Ohio has some of the most qualified teachers in the country, and we are extremely proud of the quality of the teaching staff in the Crestline Exempted Village School District.

All of our regular teachers have college degrees and many have advanced degrees. The state of Ohio has always required a teaching certificate/license for all teachers. Every teacher in our school district has met the requirement for demonstrating his/her knowledge of the subject he/she teaches. All of our teachers are "highly qualified"

In addition, every teacher continues learning through professional development activities and our teachers are evaluated each year to make sure that their teaching skills remain at the highest possible level.

I encourage you to support your child's education and communicate with your child's teacher(s) on a regular basis. For more information on ESSA, and the role of parents, please visit the United States Department of Education Web site at <http://www.ed.gov/essa>

By partnering, families and educators can provide your child with the best education possible.

Sincerely,

Noreen Mullens, Superintendent

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Crestline Elementary Reading Improvement and Monitoring Plan (RIMP)

School:
Date:

School Year:

Student Name:
Birth Date:
Teacher Name:

Student ID:
Grade:

Grade Level(s) Retained: _____ *Exempt from Retention (provide reason):* _____

Grade Level(s) on a RIMP: _____ *Referred for Evaluation:* _____ *No* *Yes* *Date* _____

Based on the information in Section A, your child has been identified as needing academic improvement in the area of **READING**.

A1: Fill in the diagnostic and reading levels of the student.

Grade Level	Assessment (Type in the initials of assessment used)	Status of Diagnostic Assessment administered by September 30, 2013	Report independent reading levels for each grading period.				Comments
			1	2	3	4	
		On Track: OT Not on Track: NT					
<i>K</i>							
<i>1</i>							
<i>2</i>							
<i>3</i>							
<i>4</i>							

A2: Fill in performance, diagnostic or other observation data used to identify and monitor progress in areas of academic need.

Measure	Date	District or School Level Assessment Data	Comments
<i>STAR Diagnostic</i>			
<i>AIR Assessment</i>			

B: Complete one row for each focus addressed by this Reading Improvement and Monitoring Plan. This section should be reviewed and adapted as necessary throughout the school year.

Progress Monitoring

(S) satisfactory ● (P) progressing ● (U)unsatisfactory

<p><i>Check one area for <u>curriculum and instructional focus</u>:</i></p> <p>___ Comprehension ___ Text Reading Level ___ Phonemic Awareness ___ Phonics and Word Recognition ___ Fluency ___ Vocabulary ___ Other:</p>	<p><i>Specify one or more instructional strategies employed in response to instructional focus:</i></p> <p><i>Context</i> ___ Large group ___ Small group ___ Individual</p> <p><i>Instructional Strategy:</i></p>	<p><i>1st 9 weeks</i></p>	<p><i>2nd 9 weeks</i></p>	<p><i>3rd 9 weeks</i></p>	<p><i>4th 9 weeks</i></p>
<p><i>Check one area for <u>curriculum and instructional focus</u>:</i></p> <p>___ Comprehension ___ Text Reading Level ___ Phonemic Awareness ___ Phonics and Word Recognition ___ Fluency ___ Vocabulary ___ Other:</p>	<p><i>Specify one or more instructional strategies employed in response to instructional focus:</i></p> <p><i>Context</i> ___ Large group ___ Small group ___ Individual</p> <p><i>Instructional Strategy:</i></p>	<p><i>1st 9 weeks</i></p>	<p><i>2nd 9 weeks</i></p>	<p><i>3rd 9 weeks</i></p>	<p><i>4th 9 weeks</i></p>
<p><i>Check one area for <u>curriculum and instructional focus</u>:</i></p> <p>___ Comprehension ___ Text Reading Level ___ Phonemic Awareness ___ Phonics and Word Recognition ___ Fluency ___ Vocabulary ___ Other:</p>	<p><i>Specify one or more instructional strategies employed in response to instructional focus:</i></p> <p><i>Context</i> ___ Large group ___ Small group ___ Individual</p> <p><i>Instructional Strategy:</i></p>	<p><i>1st 9 weeks</i></p>	<p><i>2nd 9 weeks</i></p>	<p><i>3rd 9 weeks</i></p>	<p><i>4th 9 weeks</i></p>

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C: Enter Intervention Information

INTERVENTION	Starting Date	Description of intervention and how it was delivered	Ending Date
90 Minutes of Reading Instruction*			
<i>Impact of Intervention:</i> <i>Intervention Provided By:</i>			
Small Group Instruction			
<i>Impact of Intervention:</i> <i>Intervention Provided By:</i>			
Reduced Student/Teacher Ratios			
<i>Impact of Intervention:</i> <i>Intervention Provided By:</i>			
Extended School Day			
<i>Impact of Intervention:</i> <i>Intervention Provided By:</i>			
Tutoring or Mentoring			
<i>Impact of Intervention:</i> <i>Intervention Provided By:</i>			

***Required for retained 3rd Grade students only**

Note to Parents: Families are encouraged to frequently discuss the student’s progress with the school. Progress will be reviewed every 9 weeks using classroom work, teacher observations, tests, grades, and other relevant information. The strategies may be revised based on progress monitoring.

Interventions may vary depending on the school. This specific plan may or may not need to be revised when a student transfers to another school.

D: Enter Information on the Teacher Providing Reading Guarantee Services

Teacher Qualifications for 2013-2014 and beyond for Third Grade Teachers*

Check all that apply:

The teacher providing reading guarantee services:

A) Is the Teacher of Record: Yes No: if no, the teacher is providing reading guarantee services as agreed by the building principal and the Teacher of Record. Yes No.

a. Name the assigned teacher if not the teacher of record _____

B) Meets at least one of the following criteria to provide reading services:

a. Holds a reading endorsement and has attained a passing score on the corresponding assessment.

b. Has obtained a master's degree with a major in reading.

c. Shows evidence of completion of a program from a list of research-based reading instruction programs approved by the Department.

d. Has earned a passing score on a rigorous test of principles of scientifically research-based reading instruction. (2014-2015)

e. Was rated "most effective" for reading instruction consecutively for the most recent two years based on assessment of student growth measures.

f. Was rated "above expected value-added" in reading instruction as determined by criteria established by the Department for the most recent consecutive two years.

C) Has less than one year of teaching experience and is mentored by a teacher with at least one year of experience who meets the qualifications to provide reading guarantee services. Name the qualification the teacher with less than one year of teaching experience meets from the above list:

D) Holds an alternative credential or who has successfully completed training that is based on principles of research-based reading instruction, either of which is approved by the Department, to provide a student, who enters third grade prior to July 1, 2016, with reading guarantee services.

E) Is a speech-language pathologist who holds a license issued by the Board of Speech-Language Pathology and Audiology.

F) The district has submitted a Staffing Plan and the teacher providing services to the student does not meet the qualifications established by legislation.

**Based on Substitution Senate Bill 21*

E:

Comments/Results of Intervention(s):

End of Year Status/Need for Intervention:

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Test-Out Date:

Comments/Concerns from Parent/Guardian:

<hr/> <i>Teacher</i>	<hr/> <i>Start Date</i>	<hr/> <i>End Date</i>
<hr/> <i>Principal or Designee</i>	<hr/> <i>Start Date</i>	<hr/> <i>End Date</i>
<hr/> <i>Parent/Guardian Signature/Notification*</i>	<hr/> <i>Start Date</i>	<hr/> <i>End Date</i>

**Indicates parent is fully aware of the interventions and has played a role in developing this plan.*



Crestline Elementary
435 Oldfield Road
Crestline, Ohio 44827
(419) 683-3647

Crestline Exempted Village Schools
Title I Federal Program
School – Family Compact

Crestline High School
435 Oldfield Road
Crestline, Ohio 44827
(419) 683-3647

Crestline Exempted Village Schools and the families of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act of 2015 (ESSA) agree that this compact outlines how parents/guardians, the entire district staff, and students will share the responsibility for improved academic achievement and the means by which the school and families will build and develop a partnership that will help children achieve the State's high standards

This compact is in effect for the 2017-2018 school year.

School Responsibilities

Crestline Elementary and High School will:

1. 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 standards of what students should know and be able to do and provide evidence of your child's/children's progress toward meeting those goals.
2. Hold family/teacher conferences two times annually during which the compact will be discussed as it relates to the individual child's achievement. Specifically those conferences will be held in the Autumn (September) and Spring (February) quarters prior to interim progress reports. Report cards will be sent winter quarter and at the end of the school year.
3. Families may access the staff for consultation by calling the school office. Please allow 48 hours for a response from the teacher. Teacher email can be accessed through the District website.
4. Family members are offered opportunities to volunteer, participate, and observe classroom activities and assemblies.
5. Families can access student progress reports by using Progress Book.
6. Families will be informed of upcoming events at school via student take-home notices and the school websites at <https://www.crestline.k12.oh.us/>.

Parent/Guardian Responsibilities

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

1. Monitor my child's/children's attendance.
2. Make sure homework is completed while providing a place and time for my student(s) to work.
3. Monitoring the amount of time my child/children spend on television, video games, and internet use.
4. Volunteering at school.
5. Staying informed about my child's/children's education and communicating with the school promptly by reading all notices from the school or the District either received by my child or by mail and responding, as appropriate.
6. Serving, to the extent possible, on policy advisory groups such as Title I, Part A parent/guardian representative on the School Improvement Team (DLT), the Parent Advisory Council, or other school advisory or policy groups.

Student Responsibilities

I, as a student, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, I will:

1. Do my homework and classwork every day and ask for help when I need to.
2. Read at least 30 minutes (or age appropriate time) every day outside of school time.
3. Give to my parent or the adult that is responsible for my welfare, all notices and information received by me from the school on a timely manner.

Please detach and return to school.

Signature of School Representative

Date

Signature of Parent/Guardian

Date

Signature of Student

Date

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