

# Center Point-Urbana Elementary School



## TITLE I PARENT HANDBOOK 2017-18



The Center Point-Urbana School District does not discriminate in its employment policies and practices, or in its educational programs on the basis of race, color, creed, religion, age, sex, marital status, disabilities, national origin or ancestry.

Inquiries concerning the application of Title VI, Title IX or Section 504, Affirmative Action, and the American with Disabilities Act may be referred to:

Matt Berninghaus, Superintendent  
Center Point-Urbana School District  
102 Trader Street  
PO Box 296  
Center Point, IA 52213  
(319)-849-1102  
Or  
Regional Director  
Office for Civil Rights, Chicago Office  
U.S. Department of Education  
111 North Canal Street, Suite 1053  
Chicago, IL 60606-7204

### **Highly Qualified Staff**

All Center Point Urbana Elementary School District teachers are “highly qualified,” meeting NCLB requirements.

### **TITLE I Parents Right to Know**

Center Point-Urbana Elementary School receives federal funds for Title I, Part A programs. As a parent of a student in a Title I school you have the right to learn about the following qualifications of their child’s teacher: state licensure requirements for the grade level and content areas taught, current licensing status of the child’s teacher, and baccalaureate/graduate certification/degree. Specifically, you have the right to ask for the following information about each of your child’s teachers:

1. Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
2. Whether the teacher is teaching under emergency or provisional status because of special circumstances.
3. Whether the teacher has any advanced degrees and the field of discipline of the teacher’s certification or degree.

If at any time your student has been taught for four (4) or more consecutive weeks by a teacher(s) that is not highly qualified, then you will be notified by the school.

## **STAFF MEMBERS**

Ann Wooldridge	Elementary Principal and TITLE I Coordinator
Mickey Dunn	TITLE I and Reading Recovery Instructor
Alyssa Groom	TITLE I and Reading Recovery Instructor
Erica Estling	TITLE I and Reading Recovery Instructor

## **About Title I – Goals**

Title I is a federally funded program designed to improve educational opportunities. All of the Title I funds at Center Point-Urbana Elementary are used to assist in paying the salary and benefits of the Title I and Reading Recovery Students. All other expenses of the Title I program are provided by the district's general fund.

The intent of Title I is to expand learning opportunities while supplementing basic skills instruction in reading. This program serves students who have need of improving their reading skills.

The goals of the Title I program are to:

- Develop positive attitudes towards reading/language arts
- Individualize reading/language arts instruction according to student needs
- Increase reading/language arts and achievement
- Increase student self-esteem
- Involve children with parent(s) in reading/language arts activities at school and at home

## **Title I Program at Center Point-Urbana Elementary School**

The Title I K-12 Targeted Assistance Program at Center Point-Urbana Elementary School has been designed to improve the educational success for all students enrolled within the program. Based on the assumption that all children are capable of learning and that student achievement is in direct correlation to expectations set. The Title I program is designed to reach as many students as possible by providing them with the opportunities and support needed to achieve higher standards of performance within the classroom. The Center Point-Urbana Title I program is a pull-out program whenever possible to give students more individual assistance in a small group setting. The Title I teacher works with the classroom teacher to find the best time during the day to keep the students from missing critical learning in the classroom. The small groups of 4-6 children meet daily. The teacher focuses on small group instruction while monitoring the students' progress in the regular classroom.

## **Assessment**

Students receiving Title I services will be held to the same academic standards as students who do not receive services through the Title I department. Title I students will be assessed using the same district assessments as those not receiving Title I services without any extra accommodations. Those assessments include Iowa Assessments for grades 2-4, FAST Assessment for all grade levels, and classroom assessments.

## **Entering/Exiting the Title I Program**

The Center Point-Urbana Elementary School uses a variety of assessments to select students for Title I. The district uses Iowa Assessments, FAST Assessment results. The Title I teachers take recommendations from teachers of the previous and present school years. Parents may also request Title I services if they feel their child is struggling. If the student has previously received Title I or Reading Recovery services in the past, the student will also be considered for placement, depending on the data and recommendations.

Students who make enough progress that they are performing at grade level will be exited from the program. The Title I Teacher will consult with the classroom teacher and the parents before exiting a student from Title I. A parent may request their child not receive Title I services if the request is made in writing.

## **Reading Recovery**

The Title I program coordinates and integrates with the Title I program. First grade students who qualify for Reading Recovery based on criteria mentioned previously receive one-on-one instruction daily for 16-20 weeks, depending on the semester of school and the performance of the student. All other policies and procedures are the same as Title I. Title I provides interim instruction until placement in Reading Recovery is possible for those first grade students. When appropriate, first grade students have been allowed to receive Title I services while completing Reading Recovery. Students may continue until the student has completed Reading Recovery or has achieved grade level performance independently.

## **Evaluation of the Title I Department**

Student growth is measured with data collected by the classroom teacher and the Title I teacher. The district uses Iowa Assessments, FAST Assessments and classroom assessments to monitor the progress of all students. Parents are given the opportunity to evaluate the program by providing input regarding effectiveness of the program and procedures used.

## **Title I Parent Involvement Policy Center Point-Urbana Community Schools**

It is the policy of Center Point-Urbana Community Schools that parents of children participating in Title I instruction shall have the opportunity to be involved in the development and review of the district's Parent Involvement Plan. This is part of the district's Comprehensive School Improvement effort. Parent involvement is the key to academic achievement. We seek to create an effective home-school partnership that provides the best possible education for our students. The district provides coordination, technical assistance and other supports necessary to plan and implement effective parent involvement activities. To this end, the district provides parents with information about standards and assessments. It also offers parents training and materials to help them help their children. Internally, the district educates its teachers and staff about how to involve parents. The value of parent contributions is recognized

and respected. Recognition of, and sensitivity to cultural differences among families is a strong priority. In addition, the district strives to develop partnerships with community organizations and businesses in its efforts to promote parent involvement.

This written policy is distributed to parents of participating Title I children each fall—or upon a child's entry to the program. Activities to promote parent involvement include, but are not limited to:

1. A jointly developed school/parent compact outlines how parents, staff, and students share responsibility for student achievement. This is distributed to parents of Title I children upon entry to the program.
2. Explanations of Title I requirements, standards, and assessments is provided during:
  - The annual meeting held in the fall, and/or
  - Meetings with individual parents during Parent-Teacher and Parent-Teacher-Student Conferences.
3. Parents are encouraged to be true partners with the school in promoting their children's education both at home and at school. Support for this includes:
  - Providing information to parents about how to monitor the student's progress and assistance with being advocates for their children's education.
  - Responding to requests from parents for assistance or for individual conferences.
  - Encouraging parents to volunteer in the school setting.
4. Transitional information for parents of children moving from fourth to fifth grade is provided at the Center Point-Urbana Community Schools Middle School in the fall.
5. An annual evaluation of the effectiveness of this parental involvement policy shall be conducted in the spring. Parents of Title I students will be asked to recommend program adjustments.
6. Explanations of the school's performance profile, the forms of assessment used to measure all students' progress, and the expected proficiency levels are published in the Annual Progress and the Annual Yearly Progress Reports. These are distributed to all stakeholders and are released to the newspapers in the fall of the year.
7. Parents are encouraged to call the school with questions or to communicate with the Title I teacher, and, if they need to use the voicemail, can expect to receive a timely response.

Providing all Center Point-Urbana Community Schools children with equal access to quality education is of primary concern and purpose. It is critical for all stakeholders in the district (students, parents, educators, and community members) to have the opportunity to provide input and offer resources to meet this goal. Developing effective partnerships among these groups will ensure maximum academic achievement for students.



*The following is a sample of the compact sent to parents upon the identification of their children benefitting from Title I reading support:*

**Center Point-Urbana CSD  
Title One Program**

Date

Dear Parent/Guardian:

Your child has been recommended to receive Title I services in the area of reading. This instruction is designed to be an addition to the core reading instruction your child receives in the classroom. My students work with me in my classroom for 20-30 minutes each day. I am a certified Reading Specialist with several years' experience.

I look forward to **teaming with you**. There are roles and responsibilities involved in such an endeavor. Each party (child, parent, and teacher) **must contribute** to ensure success. I invite you to read the pledges on the back of this letter. I have signed mine as a demonstration of my commitment to supporting your child's efforts in the area of reading. I invite you and your child to do the same.

I will be sending information about our Annual Parent Meeting to be held this fall. At the meeting I'll share specific information about Title I and how it fits with Reading Recovery. (This is another supplemental program our district offers) I will also expect to meet with you at Conference times, so please include me in your plans for those evenings.

At any time, please feel free to contact us if you have any questions or concerns. My extension at school is #5808. When I am with students, I **do not** answer the phone; but **I will return your call if you leave a message**. I look forward to meeting you soon. At any time, please feel free to come to school and observe the work I do with your child.

In promotion of literacy,

Mickey Dunn

I understand my child, \_\_\_\_\_, will be enrolled in Mrs. Dunn's Title I group.

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Parent Name/Signature

E-mail Address

Daytime Phone

*Please sign both sides and return in your child's Friday Folder. Thanks!*

**As your child's Title I teacher, I promise to:**

- **Motivate my students to learn**
- **Provide effective instruction to meet students' instructional needs**
- **Communicate regularly with families about student progress**

Signature:

**As a Title I student, I promise to:**

- **Respect my classmates, my school and my teachers**
- **Come to school ready to learn and work hard**
- **Ask questions when I'm confused or when instruction is unclear**

Signature:

**As the parent of a Title I student, I promise to:**

- **See that my child attends school daily**
- **Communicate with my child about his/her day at school**
- **Talk with my child about other things that are important to us**

Signature: