

Anderson School District Five Title I Program

What is Title I?

Title I is the largest federal aid program for elementary and secondary schools. The program was created over 40 years ago as part of the Elementary and Secondary Education Act of 1965. Under Title I, school districts receive federal funds to distribute to schools with above-average percentage of low-income children. Funds are allocated to schools according to the number of low-income children. Title I funds are supplemental to state and local funds and can only be used to pay the cost of programs that give extra help to qualifying students and schools.

What is the Purpose of Title I?

The purpose of Title I is to provide extra help and instruction for students so that they can be successful in the regular reading and math programs of the school district. The goal is to enable Title I students to meet the state's high content and performance standards that are set for all children.

How do Schools and Students Qualify for Title I?

A school qualifies for Title I when the required percentage of children attending the school meets specified income standards. Schools with 40 percent of the children qualifying for free and reduced lunch may receive Title I funds to upgrade the entire school's instructional program as a part of a schoolwide program.

How does a Qualifying School Become a Schoolwide Program?

- A needs assessment- School administrators, teachers and parents conduct a year-long study to see what is needed for all students to meet the state's standards.
- Planning- The schoolwide planning team decides which programs best meet the identified needs on the assessment.
- Professional development- All school staff, teachers and administrators receive training in the programs used at their school.
- *As a parent, you have the right to request information about the qualifications of your child's teacher.*
- Getting resources in place- These may include Reading Recovery and Academic Assistance teachers, Instructional Specialists, Technology Coaches and assistants, teaching assistants, computers, and instructional supplies/materials, parenting resources, and other similar resources.
- Yearly reviews- The schoolwide planning team meets to evaluate the plan. Changes may be made, based on the improvement in students' skills.

Parents have the right to see yearly "report cards" showing how their child and the school are performing under the schoolwide Title I program.

Anderson School District Five Schoolwide Programs

Homeland Park Primary School, Nevitt Forest, New Prospect, Varennes and Whitehall elementary schools, and Robert Anderson and Lakeside Middle Schools all qualify for schoolwide programs. Title I funds are used to upgrade the entire school's instructional program and all students benefit from the services that Title I provides. Examples of funding include: Reading Recovery, Instructional Facilitators, extended day academic programs, professional development for faculty, staff, and administrators, Academic Interventionists, AVID instruction, computer-assisted instruction, parent involvement materials, and supplies and materials needed to support the English/Language Arts and Mathematics programs.

Parent Involvement

Parent involvement is an important part of the Title I program in Anderson School District Five. Parents of Title I students are encouraged to become involved in their child's educational program. Parents may call the school to schedule conferences and visits to their child's class. Materials, strategies, and help from teachers are available to all parents within a Title I school. Opportunities for active parent participation include, but are not limited to open house, parent workshops, school-parent compacts, home visitation, parent-teacher organizations, conferences, class/school newsletters, School Improvement Council, and more.

For additional information about the Title I program in Anderson School District Five, please contact:

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PARENT INVOLVEMENT - LEA WRITTEN POLICY

As a recipient of Title I funds, Anderson School District Five will consult with parents of participating children to establish expectations and to provide activities for effective parent involvement.

The district's and the schools' parent involvement policies are developed jointly with, agreed upon with, and distributed to parents of participating children. Parents are also involved in the process of school review and improvement. The district also provides the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. In addition, the district will build the schools' and parents' capacity for strong parental involvement through coordination and integration with other programs.

An annual evaluation is conducted of the content and effectiveness of the parent involvement policy in improving the academic quality of schools served, including barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and the findings are used to design strategies for more effective parental involvement, and to revise if necessary, the parental involvement policy. Parents are always encouraged to be involved in the activities of the schools served. This is accomplished through school improvement council meetings, PTA/PTO meetings and activities, Title I schoolwide program planning teams, parent surveys and recommendation forms, parent meetings and workshops.

The district believes that every family functions as a home learning environment, whatever its structure, economic level, ethnic or cultural background; therefore, every family has the potential to support and improve the academic achievement of its children. The goal of the district's and schools' parent involvement policies is to ensure that schools and families work together to support learning so that students are successful in school. The following activities and programs build the schools' and parents' capacity for strong parent involvement.

At least one conference is scheduled with the parents of each student. Parents are informed of and explanations are given on the following topics: the State's academic content standards and State student achievement standards, State and local assessments, the requirements of the parent involvement policy, and how to monitor a child's progress and work with educators to improve the achievement of their children. Parents are encouraged to schedule additional conferences throughout the year and to visit their child's classroom.

Materials and training are provided to parents to help them work with their children to improve their children's achievement, such as literacy training and using technology. Suggestions of strategies and activities for parents to use with their children at home are provided through conferences with teachers, teachers' written communications and phone calls, home activities, and workshops. The district coordinator of student services works with schools to involve parents, particularly parents who have had limited involvement in their child's education

Education to teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school is provided by the district

Information related to school and parent programs, meetings, other activities, academic standards, student achievement, workshops, and community resources is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. Each school also designates a special area where information such as school newsletters, brochures, adult education information, and parenting information is provided for parents.

Each school implements a volunteer program to encourage parents to become involved in school activities. Sign-in books and identification badges are provided for volunteers.

Goals of parent involvement activities are to encourage parents to become actively involved with their child's education; open lines of communication between parents and schools; encourage parents to take responsibility for promoting high academic achievement for their children; and to remove or prevent barriers to greater participation.

ANDERSON SCHOOL DISTRICT FIVE
TITLE I PROGRAM

SCHOOL PARENT INVOLVEMENT POLICY

As a recipient of Title I funds, ALL Title I schools will consult with parents of children enrolled in the school to establish expectations and to provide activities for effective parental involvement.

Activities involving parents will include, but are not limited to, the following:

1. The parents of students at a Title I school will be informed of their school's participation under Title I, and will be given a written explanation of Title I, its requirements, and their right to be involved in Title I. This will be done during the first semester of the school year.
2. Parent workshops will be offered throughout the school year, and home visits will be made by the staff, as needed.
3. Parents will be involved in the planning, review, and improvement of programs under Title I through the meetings of the School Improvement Council and the PTSO/PTA. Parents will be notified of a suggestion form available online or in the school office and procedure for submitting suggestions.
4. Suggestions received from the suggestion form and any meetings will be addressed by the administrative team, which includes the principal, the assistant principal, the instructional facilitator, and the guidance counselor.
5. An annual meeting will convene in which all parents will be invited and encouraged to attend. The purpose of this meeting will be:
 - a. Parents will be informed of their right to consult in the design and implementation of the Title I Schoolwide Program.
 - b. Parents will be informed of the Title I Program and the components of the plan.
 - c. Parents will receive a description and explanation of the curriculum, the forms of assessment used to measure student progress, and the promotion/retention policy used in Anderson School District five.
 - d. Parents will be given the opportunity to ask questions and request further activities and afforded the opportunity to submit those requests in writing to the local education agency.
 - e. Parents will review the current Title I Schoolwide Plan and be given the opportunity to offer suggestions for the following year.
6. Parents will be given the opportunity in the School Improvement Council meetings, PTSO/PTA Board meetings, and Schoolwide Title I meetings to give feedback to this plan and make suggestions.
7. The school will hold at least one parent-teacher conference with each parent during the year. Other meetings will be scheduled as needed and may possibly include providing transportation, childcare or home visits.
8. Parent participation will be solicited in the Parenting Resource center, parent conferences and parenting workshops, through written and phone communications by classroom teachers.
9. Suggestions will be provided through home activities to parents to help them promote the education of their child.
10. A school-parent compact will be developed with parental input to outline how the parents, the entire staff, and the students will work together as a team to share the responsibility for improved student achievement. This will be used to help build a partnership with the students to achieve the state's high standards. The parents, students, and teachers will sign this at the parent conference at the end of the first nine weeks of school.

TITLE I PARENT-SCHOOL COMPACT

PRINCIPAL AND TEACHER

Schools have a responsibility to provide a positive, safe environment that is open to parents and students and to set high expectations for learning in order to educate children to become successful citizens of tomorrow. Therefore, **I pledge that I will:**

1. Be a positive role model.
2. Provide a high quality curriculum.
3. Provide a supportive classroom environment.
4. Respect the cultural differences of students and their families.
5. Establish open lines of communication with parents concerning their child's school performance through, (1) annual parent-teacher conferences; (2) frequent progress reports, and (3) reasonable access to staff and opportunities to volunteer, observe and participate in classroom activities.

PRINCIPAL'S SIGNATURE _____ **DATE** _____

TEACHER'S SIGNATURE _____ **DATE** _____

PARENTS

Involvement in my child's school is very important to improved learning and student conduct. Therefore, as a parent **I pledge that I will:**

1. Be actively involved in my child's learning.
2. Attend conferences with teachers and/or principal.
3. Communicate regularly with my child's teacher.
4. Support the school in its efforts to maintain proper discipline.
5. Provide a supportive home environment to ensure success for my child at school by monitoring attendance, homework completion, volunteering in the classroom, and encouraging the positive use of extracurricular time.

PARENT'S SIGNATURE _____ **DATE** _____

STUDENT

Success in school is determined in part by accepting responsibility for good behavior in the school as well as in the community. Therefore, **I pledge that I will:**

1. Respect others.
2. Always try to do my best in my work and in my behavior.
3. Be prepared for school daily with all necessary materials and assignments.
4. Follow all school and classroom rules.

STUDENT'S SIGNATURE _____ **DATE** _____

**ANDERSON SCHOOL DISTRICT FIVE
OFFICE OF INSTRUCTION**

TITLE I PROGRAM

The purpose of Title I is to provide extra help for students so that they can be successful in the regular instructional programs of the school district. The goal is to enable all students to meet the high content and performance standards of the district and state.

Schools qualify for Title I when the required percentage of children attending the school meets specified income standards. Schools with at least 40 percent of the children qualifying for free and reduced lunch are eligible to operate schoolwide programs. These schools can use Title I funds to upgrade the entire school's instructional program and all students benefit from the services that Title I provides. Homeland Park Primary School, Nevitt Forest, New Prospect, Varennes, and Whitehall Elementary Schools, and Robert Anderson and Lakeside Middle Schools implement Title I schoolwide programs.

PARENT RECOMMENDATION FORM

Parents are involved in planning and evaluating the effectiveness of the Title I programs through school improvement council meetings, PTA/PTO/PTSO meetings and activities, Title I schoolwide program planning teams, parent surveys, and parent meetings and workshops.

This form is provided for parents who wish to make additional recommendations concerning the planning and implementation of Title I programs in Anderson School District Five.

Parent Name: _____ Phone: _____ Date:

Address:

Student Name: _____ School:

Office Use Only

Response to Parent Recommendation:

Evaluation of Parent Involvement

Please review the attached documents and answer the following questions. Please turn in the completed survey to your school's office or parent suggestion box.

Name (optional): _____

Student Grade Level: _____

How effective is the Parent Involvement Program in meeting the needs of families?

Excellent Good Fair Poor

Do you support the parental involvement activities?

Yes No

Comments or suggestions regarding the Title I Parent Involvement Program:

How effective is the Title I Parent-School Compact and the Parent Policies in meeting the needs of families?

Excellent Good Fair Poor

Do you support the attached Title I Parent-School Compact and Policies?

Yes No

Comments or suggestions regarding the Title I Parent-School Compact/ Policies:

What trainings would be of interest to you?

What is a preferred time to meet for trainings? _____