

# Title 1 Handbook



Crestline Elementary School  
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## 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 access
- Education is an investment in our community and all students will have the foundation to be successful in a constantly changing world.
- All students 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 is to make tomorrow better than today.

## **Title 1**

Title 1 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 explain learning opportunities while supplementing basic skills instruction in reading and math. This program serves students who have a need of improving their reading and/or math skills.

The goals of the Title I program are to :

- Develop positive attitudes toward reading/language arts and math
- Individual reading/language arts and math instruction according to student needs.
- Increase reading /language arts and math achievement
- Increase student's 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**

Title I is a Kindergarten through fifth grade school-wide program at Crestline Elementary School, designed to improve the academic success of all students enrolled in the program. Based on the belief that all children are capable of learning and that students' achievement is in direct correlation to expectations set, and following the goals that have been set.

By 2023, all students kindergarten through grade twelve will show a minimum of a year's growth in academic score 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 the opportunities and support needed to achieve higher standards of performance within the classroom. Individual or small group instruction is provided to at-risk students- determined by classroom teachers through the use of pre/post testing, daily work, informal observations, and high-quality student 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 paraprofessionals employed by Crestline Elementary school have met the requirements for being highly qualified through passing the State Paraprofessional test or have obtained the required college credits.

## **Parent's Right to Know**

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. If you are interested in this information you may send our request to the federal programs Director who will provide a response. The Parent Right to Know Letter also goes home with all students at the beginning of the school year and is posted on the district website. A copy of the letter is also attached as Appendix A in this handbook.

## **Third Grade Reading Guarantee**

In June of 2012, the Ohio General Assembly and the Governor signed into law SB316 that mandated the Third Grade Reading Guarantee. This legislation emphasizes reading instruction and intervention in the early grade levels.

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 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 the third grade on the state assessment or other approved vendor assessment.

Reading assessments results are used 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 support in addition to Title I services: Intervention Specialist, Reading Vocabulary, Total Phonics, Wilson Phonics, LLI- Leveled Literacy Intervention, Building Bridges, and interventions 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 Ohio State Assessment in reading for grade 3. The Ohio State assessment in reading for third grade will be given once during the first semester and again during the second semester. Students receiving a score of 50 or higher will be marked as proficient readers at the third grade level. Students in our district that do not meet the score of 42 or higher on the Ohio State Assessment will be given a vendor approved assessment during the second semester. This assessment is an alternative that can be taken to achieve a score that satisfies the Third Grade Reading Guarantee requirements and qualifies for promotion to the fourth grade.

**Students may be retained if they do not reach the required score on the Ohio State Assessment or approved vendor assessment at the end of the third grade.**

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

- STAR Diagnostic
- Ohio Diagnostic
- Heggerty
- DIBELS
- Approved Vendor Assessment

Communication outreach to families include:

- Notice of the Third Grade Reading Guarantee
- Parent reading Partnership Letter and Plan
- Identifying Data
- Intervention Plan
- Progress Monitoring Plan

- Plan for collaboration between the RTI ( Response to Intervention) team and home.

Extended school day and school year opportunities are also available.

### **Title 1 Mathematics**

Title 1 math at Crestline Elementary School is a school wide program which strives to support students in achievement of standards. The program delivers service in a variety of forms. Title 1 Math seeks to provide additional or extended learning opportunities, individualized support and alternative instructional strategies. Teachers utilize flexible and leveled grouping, test preparations and co-teaching to all students in the classroom. These strategies, along with other gained through professional development courses, allow our program to identify, remediate, accelerate and strengthen math skills with our students.

## **Title 1 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 1 Programs. By working with teachers and by reinforcing and promoting learning objectives in the home, family members can dramatically improve their child's education achievement. Researchers and institutions confirm that family members' consultation and involvement are key ingredients in a successful and educational program.

Crestline EV School District's Title 1 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 are held twice per school year. All families are invited to schedule a conference 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, material and suggestions will be provided to help parents promote their child(ren)'s education in the home.
7. Parents are encouraged to volunteer in the Title Programs and Projects.
8. Copies of this policy posted on the school website and available in print upon request.

## 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 Title 1 and the ESSA (Every Child Succeeds Act.)
2. Distribute notification of the policy to families in an understandable format and language. This will be done through the parent notification letter provided in paper format and on the district website.
3. Provide periodic updates of the Third Grade Reading Guarantee to meet the changing needs of families and the school. This will be done on the district website.
4. Hold an annual meeting at the convenience time for all parents to have the opportunity to learn about the school's involvement in the Title 1 program, explain the requirements of Title 1 and to explain the right of family members to be involved.
5. Hold Schedule family events:
  - a. Open House
  - b. Parent Teacher Conferences twice a year.
  - 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 1 Programs, including the parental involvement policy of the School-wide Program Plan.
7. Provide the following items to families:
  - a. Timely information about Title 1 Programs
  - b. Opportunities for regular meetings, if requested by family members, to:
    - i. Make suggestions
    - ii. Receive timely responses
    - iii. Participate as appropriate, in decisions relating to the education of their child(ren).
8. Provide families of participation students a "school-parent compact" that outlines:
  - a. The shared responsibilities 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.



## **Evaluation of the Title 1 Program**

Parents of the students in the Title 1 Program will have the opportunity to evaluate the Title 1 Program. This evaluation will include a section pertaining to the effectiveness of the Parental involvement policy, areas of the strengths and weakness, and barriers to overcome. The Title 1 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 1 Plan

The Crestline Title 1 Plan was approved by the Board of Education and the Ohio Department 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 1 Planning Committee prior to submission to ODE>

## **Title 1 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 child 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 office. The parent or guardian of unaccompanied youth shall be provided with the written explanation of the school's decision including the rights of the parent, guardian or youth to appeal the decision. Stunts 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 complaint will either accept or disagree with the decision and will provide such acknowledgement 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, 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 Procedures.)

### **Complaint Resolution Policy**

It is the policy of ODE to investigate all allegations of noncompliance with state or federal law, rule or regulation. In order to initiate a complaint with ODE that a school district or ODE has violated state law or regulation, or federal law or regulation that apply to any covered federal program, a complainant must submit a written, signed complaint that: 1) Describes the pertinent facts; 2) Identify the alleged violation of law; and 3) Recommends how the complainant would have ODE resolve the complaint. The complaint must also be mailed to ODE. Complaints 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.