



## 2019-2020 TITLE I PARENT HANDBOOK

Middletown City School District  
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### Title I Definition

Title I has the purpose of enabling schools to provide opportunities for children served to acquire the knowledge and skills contained in challenging State content standards and to meet the challenging State performance standards (Proficiency and Achievement Testing).

Title I buildings can qualify as a Targeted Assisted Program or as a Schoolwide Program. A Targeted Assisted Program requires that buildings identify children at risk (achievement) on a priority basis. Under this program Title I services, materials and equipment purchased with these funds can only be used by the specifically identified students, parents, and teachers. A Schoolwide Program requires the entire school community, including parents, to make decisions

through study, data, and research to reform and change the school with the goal of increasing the achievement of all students in the building. A Schoolwide Program allows the services, materials and equipment to be used by all students, parents, and teachers in the building.

Title I is federal money (Every Student Succeeds Act) administered through the local public school district.

Title I money is received by almost all school districts in Ohio.

Title I is funded on the premise that areas with a high percentage of low income families also have high concentrations of children who are economically disadvantaged.

## Title I Meetings

There are an array of Title I meetings held in the Middletown City School District each year. Information on these meetings is shared in a variety of ways. Some meetings are advertised in school newsletters, websites and Twitter feeds and specifically created flyers also are used to make sure parents receive notification of meetings and events available to them through Title I.

An Open House is held each fall in every building. At that meeting, it is required by law that the Title I program and the "Parent-School Compact" is shared with parents and children. The compact is an agreement between the school and home which emphasizes the need to work together to increase student achievement.

A Parent Activity Committee formed at each school, including parents, meets throughout the year to plan and schedule activities of special interest and education for the school community (students, parents, and teachers). Each committee determines the number and types of events planned.

Parent involvement meetings and events are supported in three ways. First, a District Parent Facilitator provides guidance and support to building PAC coordinators. Second, each building selects a parent facilitator(s) to support after school and evening activities. Third, a budget is provided for parent involvement meetings and events in each building.

## School-Parent Compacts

The federal, Title I program requires all participating schools to develop, with their Title I parents, a Compact that outlines how parents, school staff, and students will work together to improve student achievement and build partnerships to help children achieve to high standards. Schools are to develop these voluntary agreements between the home and school to define goals, expectations, and shared responsibilities of schools and parents as partners in student learning.

Compacts incorporate the unique ideas and activities of each school community. They usually have a separate section for teacher, principal, parents, and their children to sign if they choose.

School responsibilities describe how the school will provide high quality curriculum and instruction and note the importance of communication between teachers and parents on an ongoing basis (conferences, reports, access to staff, and opportunities to volunteer and participate in their child's classroom).

Parent responsibilities indicate some ways that parents can support their child's learning. Those responsibilities indicate some ways that parents can support their child's learning. Those responsibilities can include monitoring school attendance, homework completion, and media usage; volunteering in their child's classroom; and taking part, as appropriate, in decisions on the education of their children and constructive use of extracurricular time.

These Compacts are reviewed each year. If you have any ideas for your child's school Compact, please share them with your child's school.

## Parent Involvement

The home can be a rich source of support to both teachers and students. It is recognized that through home and school communication, the parent/school partnership can become a vital and useful resource. Parents should feel free to communicate with the school about their children.

In the Middletown City School district, a district-wide parent facilitator works with all Title I buildings during the school day to support activities for parents which teachers cannot because of their direct responsibilities with students. Individual buildings have their own parent facilitator who works with the district-wide facilitator in developing the after school meetings and events.

Parent involvement is a requirement in receiving Title I funds. One percent of the money must be used for parent involvement activities. The district is required and proud to report how many activities/meetings, the types of activities, and the number of parent participants involved each year.

## Parent Involvement in Education

The board believes that parental involvement is an important part of the educational program. Current research indicates that a home-school partnership and greater involvement on the part of parents in the education of their children generally result in higher achievement scores, improved student behavior and reduced absenteeism. All parents and foster caregivers are encouraged to take an active role in the education of their children or foster children.

The Board directs the administration to develop along with parents and foster caregivers the necessary regulations to ensure that this policy is followed and that parental involvement is encouraged. The regulations are to:

1. Encourage strong home-school partnerships.
2. Provide for consistent and effective communication between parents or foster caregivers and school officials.
3. Offer parents or foster caregivers ways to assist and encourage their children or foster children to do their best.
4. Offer ways parents or foster caregivers can support classroom learning activities.

In addition, building administrators/designees of schools receiving Title I funds will jointly develop with and distribute to parents of children participating in Title I programs a written parental involvement policy and guidelines. The requirements of the policy and guidelines are consistent with Federal and State law.

## Your Parental Involvement

Ask yourself about your parental involvement. How do I help my child? I help my child by....

- ★ Knowing the role parents have in planning, carrying out & reviewing the instructional program at my child's school.
- ★ Attending parent meetings.
- ★ Reading school and district communications.
- ★ Discussing my child's school with other parents, the principal, my child's teacher, and other administrators.
- ★ Volunteering my services at my child's school.
- ★ Visiting my child's classroom, other than at conference time
- ★ Knowing if my school has a Parent Advisory Committee (PAC)