



Sheffield-Sheffield Lake City Schools
Title I Parent Handbook
2021-2022

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What is Title I?

Title I is a federal program that provides additional math and/or reading instruction. All buildings are school-wide Title I schools, which means all students can benefit from the programming. Through a multi-criteria process, children that would benefit the most from intervention strategies are identified. These children may just need some extra instruction with math or reading or more time to absorb the information.

What are the goals of Title I?

The Title I program strives to provide an environment that:

- a. Promotes a positive attitude toward math and/or reading
- b. Improves student achievement in reading/writing and math
- c. Builds students' self-esteem and confidence
- d. Enables parents to be math and reading partners with their child

How does my child qualify for Title I?

Several different criteria are used to qualify a student. Diagnostic tests, teacher recommendations, parent recommendations, student screening information and other student data are used to determine eligibility for Title I services.

Will my child always be in the program?

No. We work closely with the classroom teacher to monitor student progress. When a student's reading or math achievement reaches their appropriate grade level, the student is dismissed from the program if the Title I tutors and the classroom teacher feel the student no longer needs the extra support. Students will continue to be monitored on their progress after dismissal from the program.

How does Title I benefit my child?

The Title I personnel provide more intensive (additional) instruction to students who need it. This gives the students more individualized instruction and allows them to learn with additional time and with confidence to ask questions that they may not normally feel comfortable asking in the large group environment. Additionally, the Title I program has materials and resources specific for the Title I students- these are materials that are more tailored to their learning style and technology that may help them extend their learning. All students in each building however can benefit from these resources as school-wide Title I buildings. Most importantly, Title I students experience success in the Title I program which increases self-esteem and motivation.

Parents Right to Know

At the beginning of each school year, a participating school district must notify the parents/guardians of each student attending a building that receives Title I funds. Parents/guardians may request, and the district will

provided in a timely manner, information regarding the professional qualifications of their child's classroom teachers and Title I tutors.

Math Ideas K-3

Try to make math fun for your child. If you can make math practice into a game, it will be more enjoyable for everyone! Here are a few basic skills for you to work on with your child:

- Addition and subtraction facts. Use flash cards if you have them. Use a deck of playing cards- draw 2 or 3 cards and add the values of them. Take turns with your child. Set a goal number and whoever reaches it first wins. You will probably come up with other ideas yourself.
- Practice counting by 2's, 3's, 4's, 5's and 10's to 100.
- Practice addition 1 more, 2 more, subtracting 1 less, 2 less in your head. Start out with easy numbers and work up to harder ones.
- Practice adding and subtracting with 10 or more in your head. Again, start out with easy problems and work up to more difficult ones.
- Practice counting money. Figure how much snacks will cost. Figure change coming back. Practice counting back change.
- Practice telling time.
- Get a tape measure, yard stick, meter stick, ruler or anything that is marked for measuring length. Measure items outside. See how far your child can throw a ball, etc. Make it a game or contest.
- Get out a recipe and have your child help you cook. See if he/she can double a recipe or divide it in half.
- If you are traveling, predict how long it will take to reach your destination.
- Mark the start and end time of an activity and figure out how long the activity lasted.

Reading Ideas K-3

Reading practice can include simple phonics and word practice as well as reading. Reading with your child and to your child daily will boost their confidence and willingness to practice! Here are a few ideas:

- Have your child read every day and make it fun! Reading related activities should never be used as punishment.
- Read aloud to your child each day even if they are able to read themselves. It is great for them to hear how to read with expression.
- Practice sight words (fun interactive apps and games too!)
- Find phonics skills in your world. Locate items or think of activities that include the sound you are practicing. You can extend this activity by spelling the word as well!
- Show interest in your child's reading. Help them select appropriate reading materials.
- Make a special effort to praise your child for improvement no matter how small the gain.
- Give your child opportunities to read many different kinds of print: grocery lists, road signs, restaurant menus, maps, etc.
- Encourage word-play activities such as rhyming words, words that begin or end the same, words that mean the same or opposite, words that fit in the same categories, etc.
- Make sure your child sees you enjoying a wide variety of reading materials such as newspapers, books, magazines, etc.
- Go to the library. Let your child participate in the Summer Reading Program.
- Check your child's comprehension by asking questions such as:
 - What were the character's names? Where did the story take place? What came first, next, last? How did you like the story? What do you think happened after the story ended?
 - What is the main idea? What details can you tell me about topic? How does the author feel? Why did the author write the article/book.

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Title I School-Parent Compact

The purpose of the SCHOOL-PARENT COMPACT ACT is to build and foster the development of a school-parent partnership to help all children achieve the State's high standards. Responsibility for improved student achievement will be shared by parents, the child, and teachers. (found in section 1118 of Public Law, 103-382)

PARENT/GUARDIAN- I will support my child's learning in the following ways:

- Ensuring that my child maintains regular and punctual attendance
- Attending parent/teacher conferences for my child
- Supporting the school's efforts to maintain proper discipline
- Supervising the completion of my child's homework and/or study time
- Praising my child for his/her progress

STUDENT- I will do my personal best to:

- Attend school regularly and be on time
- Return my homework completed and on time
- Follow school and classroom rules
- Cooperate with adults and other students

TEACHER- I will do my personal best to:

- Provide a high quality curriculum that allows the child to meet State performance standards
- Teach all levels of ability
- Notify parents of changes affecting attendance, achievement, grades or behavior
- Communicate with parents through progress reports and conferences

Return to Teacher

I have read and agree to follow the Title I School- Parent Compact

School Name: Knollwood Elementary

Signature of Teacher

Date

Signature of Parent/Guardian

Date

Signature of Student

Date

Notice of Parents Right-to-Know

RE: Every Student Succeeds Act (Public Law 114-95), Section 1112(e)(1)(A)

Dear Parent/Guardian:

You have the right to know about the teaching qualifications of your child's classroom teacher in a school receiving Title I funds. 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, including at a minimum, the following:

- I. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- II. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- III. Whether the teacher is teaching in the field of discipline of the certification of the teacher;
- IV. Whether your child is provided services by paraprofessionals and, if so, their qualifications.

You may ask for the information by returning this letter to the address listed above. Or you may fax or e-mail your request to the above listed fax number or e-mail address. Be sure to give the following information with your request:

Child's Full Name

Parent/Guardian Full Name

Address

City, State, ZIP

Teacher's Name
