



*Midway Elementary
School*

*Title I Program
Parent Handbook*

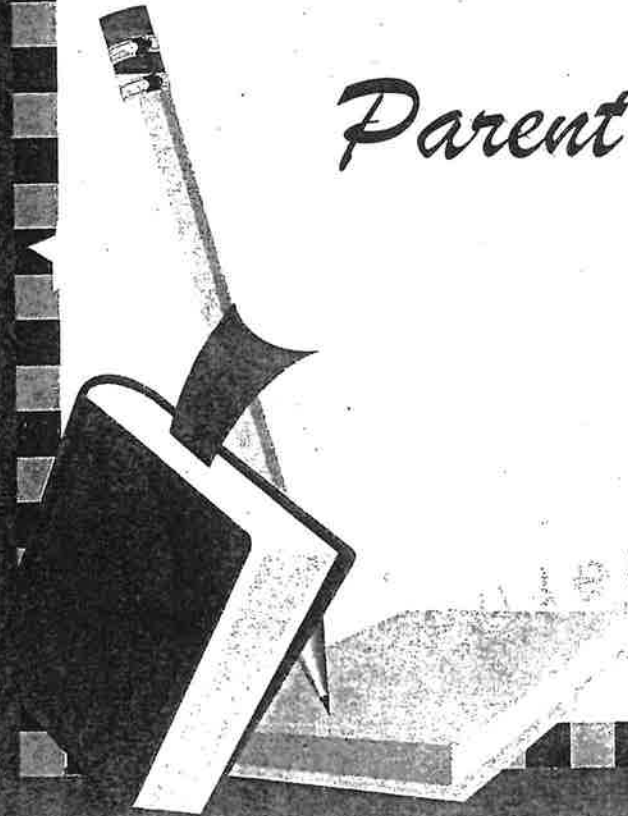


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Dear Parents:

Midway Elementary's Title 1 program has moved from a Targeted Assistance Program to a School-Wide Program this year. As a School Wide Title school we are able to receive additional training, resources, and programs to benefit our kids here at Midway. School Wide programs do not have to identify particular children as eligible for services and it enables us to work with any students, whether it is for a two week skill group or a yearlong remediation.

This year we will screen every child from Kindergarten through 3rd grade for having the signs of Dyslexia. After the screener is complete, if your child shows signs of having Dyslexia, additional testing will be done, it is called the CTOPP 2 (Comprehensive Test of Phonological Processing). If it is determined that your child does show signs of dyslexia, your child will have the opportunity to receive additional daily instruction with the Wilson Program for 20 to 30 minutes. This program is an intensive intervention that is language-based for student's that have Dyslexia. *Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.* (IDA/NICHD, 2002).

Last year a survey was given to parents about the Title 1 program, the results indicated that parents would like to receive reading activities to do at home with their child. Starting next month, I will be sending reading activities home with your student. We will let you know when they are coming home, so that you can find them in your child's take home folder. Please do not hesitate to call me any time.

Kelli Harrison
Reading Specialist/ Title 1 Teacher
816 250-2994

The Title 1 Funding Process

Each year, the US federal Government gives money to Missouri and other states for Title 1. To get these funds, Missouri must submit a plan. The plan describes:

- What all children are expected to know and be able to do
- The performance standards that all children are expected to meet.
- Ways to measure how well students are meeting performance standards.

Missouri distributes its Title 1 money to qualifying school districts like ours. Midway R-1 provides Title 1 resources, like teachers and programs, to students in the district.

Teachers, administrators, parents, and other school staff work together to:

- Identify students who most need learning help
- Set goals for each student's improvement
- Measure each student's progress by using the standards from Missouri Title 1 Plan
- Develop programs to help with reading and math struggles
- Involve parents in all aspects of the program

PARENT/FAMILY INVOLVEMENT IN INSTRUCTIONAL AND OTHER PROGRAMS

The Midway R-I School District Board of Education believes that engaging parents/families in the education process is essential to improved academic success for students. The Board recognizes that a student's education is a responsibility shared by the district, parents, families and other members of the community during the entire time a student attends school. The Board believes that the district must create an environment that is conducive to learning and that strong, comprehensive parent/family involvement is an important component. Parent/Family involvement in education requires a cooperative effort with roles for the Department of Elementary and Secondary Education (DESE), the district, parents/families and the community.

Parent/Family Involvement Goals and Plan

The Board of Education recognizes the importance of eliminating barriers that impede parent/family involvement, thereby facilitating an environment that encourages collaboration with parents, families and other members of the community. Therefore, the district will develop and implement a plan to facilitate parent/family involvement that shall include the following six (6) goals:

1. Promote regular, two-way, meaningful communication between home and school.
2. Promote and support responsible parenting.
3. Recognize the fact that parents/families play an integral role in assisting their children to learn.
4. Promote a safe and open atmosphere for parents/families to visit the schools their children attend, and actively solicit parent/family support and assistance for school programs.
5. Include parents as full partners in decisions affecting their children and families.
6. Use available community resources to strengthen and promote school programs, family practices and the achievement of students.

The district's plan for meeting these goals is to:

1. Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, Parents as Teachers, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
2. Implement strategies to involve parents/families in the educational process, including:
 - ▶ Keeping parents/families informed of opportunities for involvement and encouraging participation in various programs.
 - ▶ Providing access to educational resources for parents/families to use together with their children.

6. Involve parents in the activities of the schools served.

Each school receiving Title I funds will jointly develop with and distribute to parents of children participating in the Title I program a written parental involvement policy agreed upon by such parents in accordance with the requirements of federal law:

1. The policy must be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. The policy shall contain a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children.
3. Each school participating in the Title I program will convene a meeting annually to inform parents about Title I and to involve parents in the planning, review and improvement of Title I programs, including the planning, review and improvement of the school parental involvement policy.

Migrant Education Program Parent Involvement

Parents of students in the MEP will be involved in and regularly consulted about the development, implementation, operation and evaluation of the Migrant Education Program.

Parents of MEP students will receive instruction regarding their role in improving the academic achievement of their children.

Limited English Proficiency Program Parent Involvement

Pursuant to federal law, parents of LEP students will be provided notification regarding their child's placement in and information about the district's LEP program.

Parents will be notified of their rights regarding program content and participation.

Policy Evaluation

The district, with parent/family involvement, will review and evaluate the content and effectiveness of this policy and each school-level policy at least annually. The district will revise this policy as necessary to improve or create practices that enhance parent/family involvement.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 10/30/2006

Cross Refs: ADF, District Wellness Program
CGC, State and Federal Programs Administration

How Can I Help My Child?

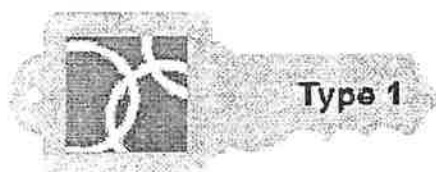
You know your child best. It's up to you to:

- Share information about your child's interests and abilities with teachers.
- Update your child's teacher and school about changes at home or in your child's health.
- Notice whether your child's needs are being met in school.
- Learn about the Title I program and what it has to offer your child.
- Monitor your child's progress by reviewing tests, report cards, and other assessments. Ask teachers for more information on his or her progress toward grade level goals.
- Ask to see progress reports on your child's school to make sure it is reaching goals for improvement.
- Speak up if you have concerns or notice any problems. (Please don't criticize the school, teachers, or principal in front of your child.)

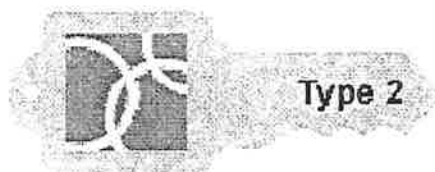


THE KEYS TO SUCCESSFUL SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS EPSTEIN'S SIX TYPES OF INVOLVEMENT

Title I funds will support Section 1118 of
No Child Left Behind Act, and use as a model, the Six Types of Parental Involvement, as outlined by the National
Network of Partnership Schools.



PARENTING: Assist families with parenting and child-rearing skills, understanding child-rearing and adolescent development, and setting home conditions that support children at each age and grade level. Assist schools in understanding families.



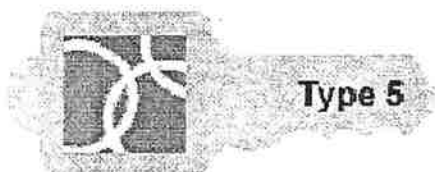
COMMUNICATING: Communicate with families about school programs and student progress through effective school-to-home-to-school communications.



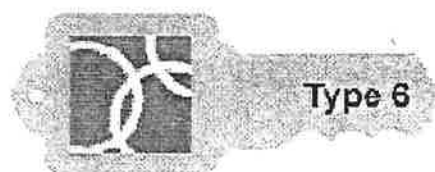
VOLUNTEERING: Improve recruitment, training, work, and schedules to involve families as volunteers and audience at the school or in other locations to support students and school programs.



LEARNING AT HOME: Involve families with their children in learning activities at home, including homework, and other curriculum related activities and decisions.



DECISION-MAKING: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations.



COLLABORATING WITH THE COMMUNITY: Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

Parental Information and Resource Center (PIRC)

Local educational agencies (LEAs) or buildings that receive Title I.A funds **must** assist parents and parental organizations by informing them of the PIRCs and their purpose. The following is *a sample notification* that LEAs could put in a Parent Handbook, in their district newsletter, provide to their PTO/PTA, and that buildings could also send in a newsletter, provide to booster clubs/groups, etc. The LEA or building might want to use the link below to go to Missouri's PIRCs' website to include more specific information for their area. Documentation of notifications need to be kept on file.

The Parental Information and Resource Center (PIRC) program is funded by the US Department of Education, Office of Innovation and Improvement, established to provide training, information, and support to parents and individuals who work with local parents, districts, and schools that receive Title I.A funds. PIRCs provide both regional and statewide services and disseminate information to parents on a statewide basis.

PIRCs help implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement, and that strengthen partnerships among parents, teachers, principals, administrators, and other school personnel in meeting the education needs of children; and to assist parents to communicate effectively with teachers, principals, counselors, administrators, and other school personnel.

The recipients of PIRC grants are required to: serve both rural and urban areas, use at least half their funds to serve areas with high concentrations of low-income children, and use at least 30 percent of the funds they receive for early childhood parent program.

Centers must include activities that establish, expand, or operate early childhood parent education programs and typically engage in a variety of technical assistance activities designed to improve student academic achievement, including understanding the accountability systems in the state and school districts being served by a project. Specific activities often include helping parents to understand the data that accountability systems make available to parents and the significance of that data for such things as opportunities for supplemental services and public school choice afforded to their children attending buildings in school improvement.

PIRCs generally develop resource materials and provide information about high quality family involvement programs to families, schools, school districts, and others through conferences, workshops, and dissemination of materials. Projects generally include a focus on serving parents of low-income, minority, and limited English proficient (LEP) children enrolled in elementary and secondary schools.

Missouri has two PIRCs – one in St. Louis and one in Springfield. For service and contact information, go to their website at <http://www.nationalpirc.org/directory/MO-32.html>

6. How can a complaint be filed with the Department?

A complaint filed with the Department must be a written, signed statement that includes:

1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated.

7. How will a complaint filed with the Department be investigated?

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

1. **Record.** A written record of the investigation will be kept.
2. **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. **Report by LEA.** Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
5. **Verification.** Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
6. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

8. How are complaints related to equitable services to nonpublic school children handled differently?

In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).

9. How will appeals to the Department be investigated?

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

10. What happens if a complaint is not resolved at the state level (the Department)?

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

PROGRAMS FOR HOMELESS STUDENTS

The Midway R-I School District Board of Education recognizes that homelessness alone should not be sufficient reason to separate students from the mainstream school environment. Therefore, the district, in accordance with state and federal law and the Missouri state plan for education of the homeless, will give special attention to ensure that homeless students in the school district have access to a free and appropriate public education.

Homeless students are individuals who lack a fixed, regular and adequate nighttime residence and include the following:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
2. Children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.
4. Migratory children who meet one (1) of the above-described circumstances.

Enrollment/Placement

The district will consider the best interest of the homeless student, with parental involvement, in determining whether he or she should be enrolled in the school of origin or the school that nonhomeless students who live in the attendance area in which the homeless student is actually living are eligible to attend. To the extent feasible, and in accordance with the homeless student's best interest, the homeless student should continue his or her education in the school of origin, except when contrary to the wishes of the parent or guardian. If the homeless student is unaccompanied by a parent or guardian, the homeless coordinator will consider the views of the homeless student in deciding where he or she will be educated. The choice regarding placement shall be made regardless of whether the homeless student lives with the homeless parents or has been temporarily placed elsewhere.

The school selected shall immediately enroll the homeless student even if he or she is unable to produce records normally required for enrollment, such as previous academic records, immunization records, proof of residency or other documentation. However, the district may require a parent or guardian of a homeless student to submit contact information.

The district must provide a written explanation, including a statement regarding the right to appeal, to the homeless student's parent or guardian, or to the homeless student if unaccompanied, if the district sends him or her to a school other than the school of origin or other than a school requested by the parent or guardian.

If a dispute arises over school selection or enrollment in a school, the homeless student shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. The homeless student, parent or guardian shall be referred to the district homeless coordinator, who will carry out the dispute

3. Homeless families and students receive educational services for which they are eligible, including Head Start, Even Start and preschool programs administered by the district, as well as referrals to health care services, dental services, mental health services and other appropriate services based on their assessed needs.
4. The parents or guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless students is disseminated where such students receive services, such as schools, family shelters and soup kitchens.
6. Enrollment disputes are mediated in accordance with law.
7. The parent or guardian of a homeless student and any unaccompanied student is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school selected.
8. Unaccompanied students will be assisted in placement or enrollment decisions, their views will be considered and they will be provided notice of the right to appeal.
9. Students who need to obtain immunizations, or immunization or medical records, will receive assistance.

Resolving Grievances

Level I -- A complaint regarding the placement or education of a homeless student shall first be presented orally and informally to the district's homeless coordinator. If the complaint is not promptly resolved, the complainant may present a formal written complaint (grievance) to the homeless coordinator. The written charge must include the following information: date of filing, description of alleged grievances, the name of the person or persons involved and a recapitulation of the action taken during the informal charge stage. Within five (5) business days after receiving the complaint, the coordinator shall state a decision in writing to the complainant, with supporting evidence and reasons. In addition, the coordinator will inform the superintendent of the formal complaint and the disposition.

Level II -- Within five (5) business days after receiving the decision at Level I, the complainant may appeal the decision to the superintendent by filing a written appeals package. This package shall consist of the complainant's grievance and the decision rendered at Level I. The superintendent will arrange for a personal conference with the complainant at his or her earliest mutual convenience. Within five (5) business days after receiving the complaint, the superintendent shall state a decision in writing to the complainant, with supporting evidence and reasons.

Level III -- If a resolution is not reached in Level II, a similar written appeals package shall be directed through the superintendent to the Board of Education requesting a hearing before the Board at the next regularly scheduled or specially called meeting. Within 30 business days after receiving the appeals package, the Board shall state its decision and reply in writing to the parties involved. For district purposes, the decision of the Board of Education is final.

Level IV -- If the complainant is dissatisfied with the action taken by the Board of Education, a written notice stating the reasons for dissatisfaction may be filed with



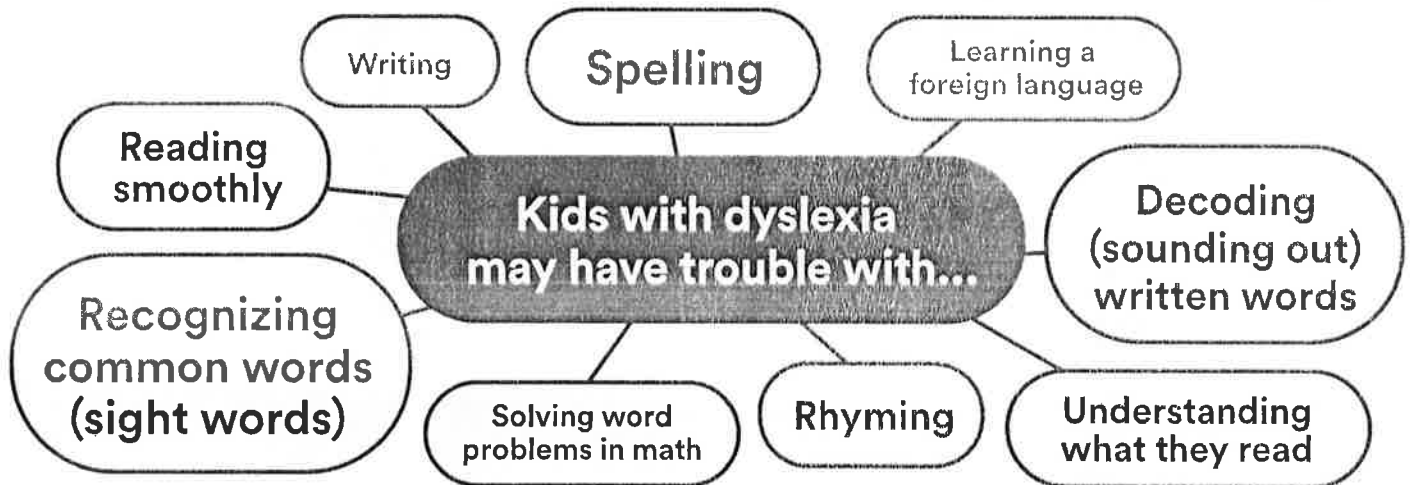
Dyslexia Fact Sheet

Dyslexia is...

- ✓ **A brain-based issue** that makes it hard to learn to read accurately and fluently.
- ✓ **A lifelong condition.** Kids don't outgrow dyslexia, but with the right support, key skills can improve.
- ✓ **A common learning issue.** Many successful people have it, and researchers have been studying it for over a century.

Dyslexia is not...

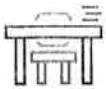
- ✗ **A problem of intelligence.** Kids with dyslexia are just as smart as their peers.
- ✗ **A problem of vision.** The core issue involves understanding how the *sounds* in words are represented by letters.
- ✗ **A problem of laziness.** Kids with dyslexia are already trying hard. They need more help to make progress.



Ways to help kids with dyslexia



Multisensory structured literacy instruction engages kids through sight, hearing, movement and touch.



Accommodations help kids learn and show what they know, like doing an oral report instead of a written assignment.



Assistive technology tools, like audiobooks and text-to-speech apps, can help level the playing field for struggling readers.

Success stories



Salma Hayek, Oscar-nominated actress



Daymond John, *Shark Tank* star and CEO of FUBU



Carol Greider, Nobel Prize-winning scientist