

**Elementary**  
**Title I**  
**Parent Handbook**

Heath City School District  
Garfield and Stevenson  
Elementary School  
Heath, Ohio

# **TITLE I DISTRICT ADVISORY COMMITTEE MEMBERS**

## **District Administrative Personnel**

Heath City Schools Coordinator of Federal Programs:  
Kelly Holbrook, Assistant Superintendent  
(740) 522-2702

## **Heath City Schools Title I Teaching Personnel**

Garfield Elementary  
Debbie Booth, Title I Teacher

Stevenson Elementary School  
Tara O'Reilly, Title I Teacher

Heath Middle School  
Tom Warren, Title I Teacher

**DISTRICT PHILOSOPHY and MISSION**

Ensuring all students learn and grow is our collective responsibility.

## **DISTRICT VISION**

**STUDENT LEARNING:** We will prepare all students to be confident, active citizens who are independent lifelong learners.

**SAFETY:** We will promote a safe and nurturing environment where all students can grow emotionally, intellectually, and physically.

**CULTURE:** We will create a district-wide culture in which every student is actively engaged in multiple learning experiences including the arts, service, and extracurricular activities.

**COMMUNITY:** We will build pride in Heath City Schools through an active partnership involving students, parents, community members and business organizations.

## **DISTRICT GOALS**

District Goals have been established for Heath City Schools to be in compliance with state and federal guidelines along with strategies and programs to assist in obtaining those goals. The following goals have been identified for all students and staff in our district CCIP (Consolidated Continuous Improvement Plan):

**District Goal 1: Over a five year period, Heath City Schools will meet all indicators and annually demonstrate one year's growth on the State Report Card.**

**District Goal 2: Over five years, Heath City schools will increase student engagement and ownership of learning through the increase in daily attendance, reduction in tardiness and reduced discipline by 20%.**

## **TITLE I PARENT HANDBOOK**

This parent handbook is provided to acquaint parents with the Title I programs in the Heath City Schools. The Title I programs at Garfield, Stevenson and Heath Middle Schools are developed through the efforts of parents, teachers, administrators, and Title I staff. Programs are planned through a series of steps. First, a needs assessment is conducted through input from parents, teachers, and staff using the Ohio Improvement Process Framework. The needs assessment determines what is needed for all students to meet education standards and a years growth. Second, teachers, staff and parents plan how to best meet the individual student needs by examining assessment data. Next, teachers receive training on how to best serve these needs and implement the plan developed. Resources are gathered that are needed to implement the plan and finally a yearly review is conducted to examine results and evaluate needs again.

## **WHAT IS TITLE I?**

## **How Can It Help My Child?**

Title I is a federally funded education program that works to give all children a chance to learn at higher academic standards. Its purpose is to prevent failure by ensuring that more children experience success in school. Sometimes children need assistance to meet the standards Ohio has set for all children. This includes children who:

- Have trouble reading words
- Read below their grade level
- Have trouble understanding what they read
- Have trouble with reading fluency which impacts the student's comprehension
- Have trouble understanding Math concepts

## **What help does Title I provide?**

Title I provides assistance in the academic areas of Reading and Math. Extra help includes:

- Additional teachers to work with very small groups, one-on-one or within the classroom setting.
- Additional training for staff
- A variety of instructional strategies and research based materials and evidence based instruction.

## **WHAT IS A TITLE I SCHOOLWIDE PROGRAM?**

A school wide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement.

This schoolwide reform strategy requires that a school--

- Conduct a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan; and
- Conduct an annual review of the effectiveness of the school wide program and revise the plan as necessary.

The emphasis in schoolwide program campuses is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I.

The schoolwide approach to achieving these ambitious goals is based on the premise that comprehensive reform strategies rather than separate, add-on services are most effective in raising academic achievement for the lowest achieving students in a school. A well-designed and implemented schoolwide program touches all aspects of the school's operation and offers an appropriate option for high-poverty schools seeking to improve achievement for all students, particularly the lowest achieving.

*Source: Designing Schoolwide Programs/USDE/Non-Regulatory Guidance, March 2006*

## **TITLE I PROGRAMS IN THE HEATH CITY SCHOOLS**

To meet the goals established in the District's Continuous Improvement Plan several programs have been established at Garfield and Stevenson Elementary as well as Heath Middle School.

## **Elementary Buildings Grades K-5**

Intervention is provided to students that are at-risk in reading in grades K-5. The staff continues to evaluate student performance on state and district assessments (STAR) to ensure that the needs of all students are met. The classroom teachers and Title I teachers work together to provide the needed assistance so that all students can reach high academic standards. Title I staff works with students based on need and grade level by using one or more of the following approaches: in the inclusionary classroom, small group, and/or in a one-to-one intensive instructional approach.

All students will be exposed to grade level content standards. Classroom teachers, the intervention specialist, and Title I teachers will work together to help all children succeed in the regular curriculum. Additional assistance and supplemental materials will be given to students having difficulty mastering state academic content standards.

Reading Mastery (K-2), Guided Reading, Leveled Literacy, FUNdations, Just Words, Corrective Reading (3-5), and I-Ready in fifth grade are used to individualize instruction for at-risk students. Students are given a diagnostic evaluation to determine their current levels and skills in reading. They work at their current independent level in those subjects to achieve individual growth. Some of these programs are computer generated and will provide additional learning opportunities for our students and also are available at home for parent and student access.

The district will provide high quality and continuous professional development for teachers and staff through cooperation with local colleges and universities.

On-going evaluations will be conducted to monitor student progress. These evaluations will be diagnostic, short-cycle quarterly assessments, formative assessments, progress monitoring and state tests. Teachers will work together to analyze data and plan for optimal student learning.

## **Classroom Teacher and Title I Teacher Coordination**

The following activities represent classroom teacher and Title I teacher coordination activities:

1. Individual student's reading strengths and weaknesses are shared with the classroom teacher and an instructional level is noted.
2. Classroom teachers are consulted regarding schedules.
3. Informal meetings are held to discuss specific children's progress.
4. Teachers fill out a formal evaluation discussing the benefit of Title I services at the end of the year. Input as to suggestions for improvement is solicited.
5. Suggestions for working effectively with parents are shared with classroom teachers and principals at the Title I schools. Our goal is to build a partnership between home and school. Classroom teachers and Title I teachers share information about student progress based on quarterly assessment and instruction. Quarterly written reports at report card periods are given to the classroom teacher regarding individual children's progress.
6. Classroom teachers and Title I teachers share information about student progress based on quarterly assessments and instruction. Quarterly written reports at report card periods are given to the classroom teacher regarding individual children's progress.

## **PARENT INVOLVEMENT AT SCHOOL**

Garfield and Stevenson Elementaries shall support and encourage parental involvement opportunities, as identified in the school parent involvement policy. The policy will be developed in cooperation with parents and will include the following:

1. A plan for effective two-way communication between parents and the school regarding the school's policies and rules, and an individual child's progress.
2. A commitment from the school that information related to school and parent programs, meetings, and other activities will be sent to parents in a timely manner.
3. A description of the school's responsibilities to provide high-quality curriculum and instruction in a supportive and effective learning environment.
4. A description of the parents' responsibilities for supporting their children's learning such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating in decisions relating to the education of their children and positive use of extracurricular time.
5. A description of how the school will promote to teachers and other personnel the value and utility of the contributions and involvement by parents.
6. The availability of assistance to parents in understanding the State's academic achievement and assessment standards.
7. The availability of materials and training to help parents work with their children to improve their children's achievement.
8. The importance of communication between teachers and parents on an ongoing basis through, at a minimum:
  - a. Frequent reports to the parents on their children's progress.
  - b. Parent-teacher conferences to discuss the child's progress and placement and to describe the methods used to compliment the student's instruction.
  - c. Reasonable access to teachers and other educators, including the opportunity to observe program activities.
  - d. An annual meeting, at a time convenient for parent attendance, where all parents shall be invited and encouraged to attend, to discuss and review the content and effectiveness of the school parent involvement policy.
9. The timely notice to parents of information about parent involvement programs.
10. Whenever possible, the coordination, cooperation and integration of parent involvement activities with community and other school groups such as PTO, Scouts, and extra-curricular activities being held in the community throughout the year.

**In facilitating effective parental involvement, the Principal may:**

- a. Provide at least one annual meeting and other additional meetings at parent request, where parents may formulate suggestions and participate in decision-making about the education of their children.
- b. Ensure, as much as possible, that opportunities for full participation are given to parents who lack literacy skills or whose native language is not English.
- c. Whenever practical, parental involvement materials and information shall be provided in a language and format that parents understand.

## **TITLE I PARENT INVOLVEMENT POLICY HEATH CITY SCHOOLS**

In recognition that the parent is the child's first and most important teacher, and that the parents continued involvement is essential for the success of the child, Heath City Schools is committed to building a strong parent-school partnership.

### **School Requirements for Parent Involvement**

A School-Parent Involvement Policy, developed jointly and agreed upon by parents of Title I students, is in effect and serves to promote parent involvement.

The parent involvement policy is distributed to parents prior to November 30.

In compliance with federal regulations each school will:

- Hold an annual meeting by November 30, to inform parents of the school's participation in Title I and what this means for them

- Schedule a minimum of 4 parent meetings to be held at times most convenient for parents (morning, evening, afternoon) where child care, transportation, or home visits are provided as needed

- Provide opportunities for parents to assist in planning, reviewing, and offering suggestions on school programs, the parent involvement program, school compact and school wide programs

Information to be shared with parents includes a description of:

- Title I program and purposes explained

- State Academic Content Standards and coordination of instruction

- Student achievement—Literacy Benchmarks, Achievement tests, KRA, Diagnostic tests,

- Response to Intervention (RTI)

- School progress in meeting local and state standards (brief summary)

On-going communication opportunities available:

- Parent conferences

- Two written progress reports

- Informal contacts by phone and notes

- Progress book

- Opportunities for parents to observe Title I instruction

- Opportunities for parents to become a school volunteer

- Opportunities for parents to make suggestions and participate in decision making regarding:

- Parent involvement activities and the parent involvement policy

- Use of parent involvement funds

Ways to strengthen the effectiveness of the Title I program

Ways to build capacity to increase parent involvement

The Parent Involvement Policy shared with parents

The School-Parent Compact requirements are shared with parents (Parents have the opportunity to provide input.)

Survey conducted to determine when to hold meetings

What activities parents want for meetings

Materials provided to parents are in a format parents can understand

Materials were provided on the existence of the Ohio Parent Information and Resource Center

Parents were informed to their right to know teacher and instructional paraprofessional qualifications

Parents are informed of their right to be notified when their child has been taught for four or more consecutive weeks by a teacher or a paraprofessional who is not highly qualified

An evaluation of the effectiveness of the parent involvement policy and parent activities is conducted annually to:

Provide parents with an opportunity to express comments, concerns, and suggestions regarding parent activities and the parent involvement policy

Identify successful activities and to modify parent activities and policies to better meet the needs of parents and increase parent participation

The School-Parent Compact clearly outlines the responsibility of the family, the school, and the student for academic success. By pledging to share the responsibility, the family, the school, and the student enter into a partnership for the purpose of promoting academic excellence. The Compact will be discussed during the first parent conference of the school year.

The Compact will be developed with input from parents and it will describe specific responsibilities for the parents, school, and student for student achievement.

The Compact will serve as a way to build and develop a strong partnership between home and school for the purpose of increasing student achievement.

The Title I Programs in Heath City Schools support partnerships among schools, parents and the community by:

Assisting parents in their understanding of the importance of literacy benchmarks and achievement tests and how to monitor and support student achievement

Providing training for school staff in effective ways to reach out and to work with parents as equal partners in building ties between home and school

Coordinating and integrating Title I parent involvement strategies with those of Heath State and state-run preschools

Providing opportunities for parent training to help parents become a full partner in their child's education

Providing information in the language used at home

Assisting parents in accessing literacy-training opportunities in the community

The school provides opportunities for the participation of parents with limited English proficiency or with disabilities.

Documentation of parent involvement will include:

Agendas from parent meetings or training sessions, signatures of those attending the meetings, comments from parents and survey results.

## **Parent Involvement Opportunities**

### **Parent Teacher Organization (PTO) Meetings**

Garfield: Quarterly  
Stevenson: Quarterly

### **Heath Board of Education Meetings**

Held 2nd Monday of every month, 6pm HHS media center

### **Open House**

Garfield: August 18, 2016, 5-6pm  
Stevenson: August 17, 2016, 5-6pm

### **Curriculum Nights**

Garfield Elementary:  
1st Grade: October 12, 2016, 5:30-6:30pm  
2nd Grade: October 18, 2016, 6-7pm

### **Title 1 Parent Meeting**

October 20th at 5:30pm  
Heath Middle School

### **Fall Parent-Teacher Conferences**

Garfield: October 25, 2016 and November 3, 2016, 3:45-7:00  
Stevenson: November 1 and 3, 2016, 3:45-7:00

### **Winter Parent Teacher Conferences**

Garfield: February 2 and 9, 2017, 3:45-7:00  
Stevenson: February 7 and 9, 2017, 3:45-7:00

**Title 1 Parent Advisory Committee -May 2017 TBA**

## SCHOOL-PARENT COMPACT

The purpose of the School-Parent Compact is to build and foster the development of a school/parent partnership to help all children achieve the State's high standards. Parents, the child, and the teacher will share responsibility for improved student achievement.

### **Commitment from Parent/Guardian**

Communication between teachers and parents is important. As a parent or adult who has responsibility for the child, each parent/guardian will attend at least one parent-teacher conference during which this compact will be discussed as it relates to their child's achievement. In addition they will read each progress report and talk to the child about the progress report. They are of the understanding that they will have reasonable access to their child's teachers along with opportunities to volunteer and participate in their child's class, and observe classroom activities.

### **Commitment from the School**

It is the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective environment that enables the children to meet the State's student performance standards. Each parent is responsible for supporting their child's learning such as: monitoring attendance, homework completion, and television watching, volunteering in their child's classroom, participating, as appropriate, in decisions relating to the education of their children, and positive use of extracurricular time. We support this form of parent involvement. Therefore Heath Middle School will strive to do the following:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables our students to meet Ohio's academic content standards and is taught by staff Highly Qualified staff
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual student's achievement.
3. Provide parents with frequent reports on their child's progress through interim and nine week grade reports.
4. Provide parents reasonable access to staff.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities with parent involvement and family activity nights.
6. Involve parents in the planning, review and improvement of the school's parental involvement policy and involve parents in the development of any school wide program plan.

### **Commitment from Staff/Teachers:**

The entire school staff agrees to be responsible in the following ways by:

- √ Providing a high quality curriculum that enables the child to meet state performance standards.
- √ Notifying parents of changes affecting attendance, achievement, grades, or behavior.
- √ Providing open communications between parents and teachers.
- √ Providing opportunities for parents to volunteer, participate, and/or observe in my class.
- √ Participating in conferences
- √ Reporting children's progress
- √ Being available to staff and parents

Attachments: Parent-Student-Teacher-Staff Compact  
Teacher Survey, Parent Survey

HEATH CITY SCHOOL DISTRICT  
TITLE I SCHOOL-PARENT COMPACT

The purpose of the school-parent compact is to build and foster 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/guardian, the child, teachers and the entire staff.

It is the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective environment that enables the children to meet the State's student performance standards. Each parent is responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions related to the education of their children and positive use of extracurricular time.

PARENT/GUARDIAN

Communication between teachers and parents is important. As a parent or adult who has a responsibility for the child, I will attend at least one parent-teacher conference during which this compact will be discussed as it relates to my child's achievement. I will read each progress report and talk to my child about the progress report. I understand that I will have reasonable access to my child's teachers, opportunities to volunteer and participate in my child's class, and observe classroom activities.

I, \_\_\_\_\_, agree to Title I service for my child and that I will be responsible for supporting the learning of my child in the following ways:

<input type="checkbox"/> Volunteer in my child's class  <input type="checkbox"/> See that my child is punctual and attends school regularly <input type="checkbox"/> Encourage my child's efforts and be available for questions <input type="checkbox"/> Read stories  <input type="checkbox"/> Act as a model so my child sees the importance and fun of reading  <input type="checkbox"/> Ask about my child's day at school  <input type="checkbox"/> Write notes to my child  <input type="checkbox"/> Talk about the meaning of words  <input type="checkbox"/> Make books  <hr/> Signature of Parent/Guardian	<input type="checkbox"/> Read all progress reports  <input type="checkbox"/> Participate/attend all parent conferences  <input type="checkbox"/> Help my child with all weekly projects  <input type="checkbox"/> Support the schools efforts to maintain proper discipline  <input type="checkbox"/> Help my child pick out books at the library  <input type="checkbox"/> Check paper in book bag daily  <input type="checkbox"/> See that my child has a healthy breakfast before coming to school  Other _____  <hr/> Date
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### **STUDENT AGREEMENT**

**I have been read the following agreement by either an adult at home or my teacher and I will do my best to:**

- √ Read at home at least 15 minutes every day.
- √ Be responsible for taking home my backpack and sharing it with an adult at home.
- √ Respect other students and their right to learn.
- √ Follow school and classroom rules.
- √ Always work to the best of my ability.

\_\_\_\_\_  
**Student/Parent /Guardian or Teacher Signature**

\_\_\_\_\_  
**Date**

### **TITLE I TEACHER AGREEMENT**

**As the Title I teacher for your child I will do my best to:**

- √ Provide a safe and caring learning environment for your child.
- √ Provide appropriate instruction for your child
- √ Keep you informed of your child's progress
- √ Help you support your child at home

\_\_\_\_\_  
**Title I Teacher Signature**

\_\_\_\_\_  
**Date**

### **DISTRICT STAFF AGREEMENT**

**The entire school staff agree to be responsible in the following ways by:**

- √ Providing a high quality curriculum that enables the child to meet state performance standards.
- √ Notifying parents of changes affecting attendance, achievement, grades, or behavior.
- √ Providing open communications between parents and teachers.
- √ Providing opportunities for parents to volunteer, participate, and/or observe in my class.
- √ Participating in conferences
- √ Reporting children's progress
- √ Being available to staff and parents

\_\_\_\_\_  
**Principal Signature**

\_\_\_\_\_  
**Date**

**DISTRICT TITLE I**  
**PARENT END OF YEAR SURVEY**

Dear Title I Parent:

Your child has been enrolled in the Title I Reading and/or Math Program this school year. In an effort to make our program better and more effective for students, we conduct an annual needs assessment which is sent to parents and teachers. In this particular survey we are asking each parent to help by answering a few questions and returning this form to school as early as possible after receiving it.

Thank you in advance for helping make Title I more responsive to individual needs by taking the time to complete this survey. Your input will be used when we write our district Continuous Improvement Plan and apply for Title I funding for our building.

**Note: Please complete one survey for each child that you have in Title I in our school.**

1. My child is in \_\_\_\_\_ grade
2. Do you feel that Title I services have helped your child? \_\_\_\_\_ very helpful  
\_\_\_\_\_ somewhat helpful \_\_\_\_\_ not very helpful.
3. What did your child like most about the Title I program? \_\_\_\_\_  
\_\_\_\_\_
4. What did your child like least about the Title I program? \_\_\_\_\_  
\_\_\_\_\_
5. In your opinion, what are the strongest features of the Title I program? \_\_\_\_\_  
\_\_\_\_\_
6. In your opinion, what are the weakest features of the Title I program? \_\_\_\_\_  
\_\_\_\_\_
7. Have you been adequately informed about Title I services? \_\_\_\_\_ Yes \_\_\_\_\_ No
8. If your answer is "no," what suggestions would you make? \_\_\_\_\_  
\_\_\_\_\_
9. Please number (1=highest) the following subject areas in which you believe students need supplemental instruction. \_\_\_\_\_ Math \_\_\_\_\_ Reading
10. Please number (1=highest) the following grade levels in the district which you believe students need supplemental instruction \_\_\_\_\_ Kindergarten \_\_\_\_\_ 1-2 \_\_\_\_\_ 3-5  
\_\_\_\_\_ 6-8 \_\_\_\_\_ 9-12.

**\*\*Please return this survey to your child's Title I teacher on/before May \_\_\_\_, 201\_\_.\*\***

Dear Classroom Teacher:

Some of the students in your classroom have been enrolled in the Title I Program at Heath Middle School this school year. In an effort to make our program better and more effective for students, we conduct an annual needs assessment which is sent to parents and teachers. In this particular survey we are asking the classroom teachers to help by answering a few questions and returning this form to the Title I teacher working with your particular students this school year.

Thank you in advance for helping make Title I more responsive to individual needs by taking

the time to complete this survey. Your input will be used when we write our district Continuous Improvement Plan and apply for Title I funding for our building.

1. I teach \_\_\_\_\_ Grade.
2. Do you feel that Title I services have been helpful for students in your classroom this year?  
\_\_\_\_\_ very helpful    \_\_\_\_\_ somewhat helpful    \_\_\_\_\_ not very helpful.
3. What did your children like most about the Title I program? \_\_\_\_\_  
\_\_\_\_\_
4. What did your children like least about the Title I program? \_\_\_\_\_  
\_\_\_\_\_
5. In your opinion, what are the strongest features of the Title I program? \_\_\_\_\_  
\_\_\_\_\_
6. In your opinion, what are the weakest features of the Title I program? \_\_\_\_\_  
\_\_\_\_\_
7. Have you been adequately informed about Title I services at H.M.S.?    \_\_\_\_\_ Yes    \_\_\_\_\_ No
8. If your answer is “no,” what suggestions would you make? \_\_\_\_\_  
\_\_\_\_\_
9. Please number (1=highest) the following subject areas in which you believe students need supplemental instruction at H.M.S.    \_\_\_\_\_ Math    \_\_\_\_\_ Reading
10. Please number (1=highest) the following grade levels in the district which you believe students need supplemental instruction    \_\_\_\_\_ Kindergarten    \_\_\_\_\_ 1-2    \_\_\_\_\_ 3-5    \_\_\_\_\_ 6-8    \_\_\_\_\_ 9-12.

**\*\*Please return this survey to your classroom’s Title I teacher on/before May \_\_\_\_, 201\_\_\*\***

## **Annual Evaluation of Federal Programs**

Comments/Suggestions from parents of participating Title I children are solicited annually on the following proposed programs and budgets for the expenditure of Federal funds including:

Title I: Improving of Academic Achievement of the Disadvantaged,  
Title II-A: Improving Teacher Quality,  
Title II-D: Technology,  
IDEA-B: Special Education.

These Federal dollars are used to provide services, staffing, equipment and materials. This public input is solicited on an annual basis and used in the development of the district Consolidated Continuous Improvement Plan. (CCIP). Contact Ms. Kelly Holbrook, Assistant Superintendent at (740) 522-4810 for more information.

## **Annual Review of Parent Involvement Policy/Handbook**

Annually the district's Parent Involvement Policy and Parent Title I Handbook will be reviewed by the district's advisory committee consisting of administrators, teachers and parents and then disseminated during our fall building meetings with Title I parents.

## **Parents Right-to-Know**

Parents of students in all Title I served buildings may request information regarding the professional qualifications of the student's classroom teacher. (as defined by NCLB)

Notice will be given to parents of students in Title I served buildings when their child has been assigned to be taught, or has been taught for four or more consecutive weeks, by a teacher who is not Highly Qualified (as defined by NCLB) and provided information on the level of achievement of their child in each of the state academic assessments.

Notification to parents of Limited English Proficient (LEP) students participating in Title I funded LEP programs that supplement locally funded LEP programs, to the extent practicable, in a language the parents can understand will be provided. (as defined by NCLB)

***Questions or comments may be directed to Ms. Kelly Holbrook, District Coordinator at 522-2702***

## **Homelessness**

### **WHO IS HOMELESS?**

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence and includes 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 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 designed 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; and
4. Migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described above.

Your preschool-aged and school-aged children have certain rights or protections under the McKinney-Vento Homeless Education Act. For more information please contact Mrs. Kelly Holbrook, Assistant Superintendent at 740-522-2702. You can also call the National Center for Homeless Education at the toll-free Helpline at 1-800-308-2145.

### **Policy of Non-Discrimination**

The Heath City School District does not discriminate on the basis of race, color, national origin, sex, handicap/disability, or religion in the educational programs and/or activities operated by the district. As for employment opportunities, the district considers applicants for all positions without regard to race, color, religion, sex, national origin, age, marital status, the presence of a non-job related medical condition or handicap/disability, or any other legally protected status.

*“The district is an equal opportunity employer/provider.”*

## PARENT'S RIGHT-TO-KNOW LETTER

*For Advising Parents of the right to Know Information about a Teacher's Qualifications as Required by NCLB [Section 111(6)(A) ESEA.] Guidance C-6*

Dear Parent/Guardian,

At Heath City Schools, we are very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a Title I School, we must meet federal rules related to teacher qualifications as defined in No Child Left Behind. These rules allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact me at 740-522-2702.

Sincerely,

Kelly Holbrook  
Assistant Superintendent

Model Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Heath Middle School receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal or assistant principal, a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

1. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend their child's or their education record should write the school principal or assistant principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment.

Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

1. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure

is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]

1. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

[NOTE: In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.]

[Optional] See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit,

evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

