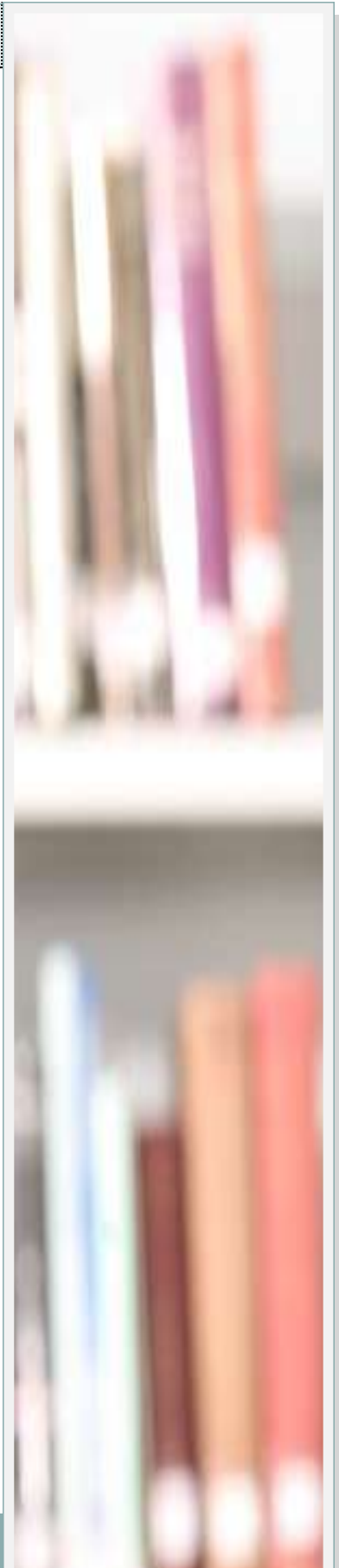


New Boston School District

Title I Parent Handbook 2024-2025

Table of Contents

What is Title I?	p. 2
Who Qualifies?	p. 2
Parent's Right-To-Know	p. 2
How & Where are Services Provided?	p. 3
What is my role?	p. 3
New Boston Family Involvement Policy	p. 4
Policy Continued	p. 5
Family~School Partnership Compact	p. 6





WHO QUALIFIES?

In the fall, winter and spring of each year, students are assessed in reading, writing and math. Referrals for Title I are based on

1. student assessments
2. teacher referral
3. failure to achieve grade level benchmarks.

The basis for selection is always academic and based on assessment information, classroom performance, and actual evidence of student work.

Homeless students are immediately eligible for Title I services as specified in the McKinney-Vento Act.

WHAT IS TITLE I?

Title I is a federally funded program designed to provide all students with the opportunity to succeed. It has served students nationwide for over thirty years and has proved to be the most effective government educational program. The program serves millions of students in public, private, and parochial schools. Because Title I A, is the largest federal education program, The No Child Left Behind Act of 2001 (NCLB) uses it as its primary vehicle for the federal government's expanded influence.

New Boston Central School has a targeted assistance program. A targeted assistance school is so-termed because it targets its services on specific, identified children. Children from Kindergarten through Sixth grade are chosen for Title I services based on the results of teacher recommendation and school-wide assessments. It is important to note that low -income "formula children" who generate the funds are not necessarily the same children who receive the services. Once the money reaches the school, children are selected for services solely on the basis of academic need.

PARENT'S RIGHT-TO-KNOW

In order to comply with Federal Title I guidelines, schools which receive Title I funds must notify parents/families of each student attending that:

Parents may request and should receive (and in a timely manner) information regarding the professional qualification of the student's classroom teachers, including at a minimum the following:

- Whether the teacher has met State qualifications for the grade levels and subject areas in which the teacher provides instruction
- Whether the teacher is teaching under emergency or other professional status that the State has waived
- The degree major of the teacher and any other graduate certification or degree held by the teacher and the field of discipline of the certification or degree and
- Whether the child is provided services by paraprofessionals and if so their qualifications

Additionally, a school that receives Title I funds must provide each parent:

- Information on the level of achievement the child has made on all state assessments and
- Timely notice that the parent's child has been assigned or taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

HOW AND WHERE ARE SERVICES PROVIDED?

Title I programs generally offer:

- small group instruction
- additional training for school staff
- extra time for instruction
- a variety of teaching methods and materials

As much as possible, children receive small group or individual instruction during the day, which supplements their regular classroom math instruction. Title I and regular classroom teachers work closely together. They meet regularly to discuss student progress, and specific skills and concepts the students need to develop. Sometimes the one-on-one or small group supplemental instruction is just what a student needs to succeed.

WHAT IS MY ROLE?

Parents can influence their child's education. You are your child's first teacher. Your involvement will boost your child's achievement. By taking an active role in Title I, you'll show your child:

- that you and the school are a team, working to help children succeed

You know your child best – so it's up to you to:

- share information about your child's interests, abilities, etc. with teachers
- share any concerns you may have about your child's progress
- set aside time at home to help your child

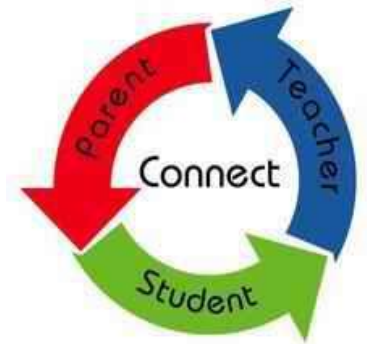
Your Title I program may work with to you to:

- determine program goals
- plan and carry out programs

You are invited to learn more about Title I information (held annually the same night as the school's Back-to-School Night for grades K-2, In addition, families will receive a copy of the Title I Handbook, when the student is entered into the program.) It's the perfect time to:

- learn more about Title I
- learn about your rights as a parent
- meet other parents and teachers
- begin a process of communication and cooperation between parents and school

As a parent you may request that the Title I teacher be present at conferences with the regular classroom teacher. Your child's progress will be discussed at each conference. Feel free to contact the Title I teacher if you have any concerns or questions.



For more information regarding Title I programs, please contact Wendy Kohler,
Assistant Superintendent, Goffstown/New Boston School Districts at (603) 497-4818 x 5753
or

FAMILY INVOLVEMENT POLICY**SHARED RESPONSIBILITY FOR STUDENT LEARNING AND HIGH ACHIEVEMENT**

The New Boston School Board recognizes that the more families and teachers share information, the better equipped they will become to help students achieve. We further support parent/family involvement in children's education.

In compliance with the requirements under the Elementary and Secondary Education Act *No Child Left Behind* 2001, the New Boston School District is committed to:

1. Involving parents in the development of school plans, curriculum standards, and in the process of school review and improvement.
2. Provide parents with: timely information about programs, school performance profiles and their child's individual student assessment results including an interpretation of such results, a description and explanation of the curriculum in use at the school the forms of assessment used to measure student progress and the proficiency levels students are expected to meet, opportunities for regular meetings to formulate suggestions, sharing experiences with other parents, and participate as appropriate in decisions relating to the education of their children if such parents so desire, timely responses to parents' suggestions.
3. Educating school staff on how to reach out, communicate and work with parents.
4. Providing coordination, technical assistance and other support necessary to assist schools in the planning and implementing of strong partnerships with families and the community.
5. Providing assistance to parents to understand state and local standards and assessment.
6. Provide parenting materials and training to help parents.
7. Coordinating and integrating parent involvement activities with Head Start, and other local programs to support parents and their children.
8. Meeting regularly with parents to communicate the results of student achievement on state and local assessments.
9. Maintaining parent /school compacts (see regulation)
10. Provide appropriate accommodations for families who are homeless, LEP, migrant, and/who have children with disabilities, or for parents who are disabled.

FAMILY INVOLVEMENT POLICY

SHARED RESPONSIBILITY FOR STUDENT LEARNING AND HIGH ACHIEVEMENT

(Continued)

11. Ensuring information shared with parents is in a language parents understand.

the To ensure strong Family-School Partnerships, the Goffstown School District promotes the following:

- Administrative support: For a parent involvement program to be successful, it must have the support of school administrators. Their willingness to recruit parents and community members for school tasks to listen to others' viewpoints, and to engage families and community members in a collaborative process is essential to a successful program.
- Training: All staff need to develop the essential skills for working effectively with parents and families. The school district is committed to providing formal training on collaborating with parents and in understanding the complexities of modern family life.
- Two-way communication.: **All Staff** need to establish two-way and ongoing communication between home and school. Contact should be frequent and designed to share good news as well as bad. All methods of communication should be clear, easily understood and in the child's home language. Such communication might include weekly notes, parent-teacher compacts, telephone communication, classroom newsletters, or a welcome packet.
- Evaluation: Teachers and administrators must carefully evaluate the effectiveness of the strategies and activities they implemented to foster parent participation in the schools, as well as ask for parent feedback.

Legal Reference:

Elementary and Secondary Education Act

No Child Left Behind -2001.

Reference: KB-R

Proposed: August 19, 2002

Adopted: October 21, 2002

FAMILY - SCHOOL COMPACT

“ADVANCING STUDENT LEARNING”

Advancing student learning is a shared responsibility. It is our belief that student performance will improve as a result of our cooperative efforts.

In partnership with family and community, our goals for STUDENT LEARNING are as follows:

- *All students will develop reading ability in order to comprehend content materials at or beyond what is required at each level.*
- *All students will develop their writing skills in order to communicate effectively in each content area.*
- *All students will acquire mathematical skills and applications at or beyond the level needed to succeed in each content area.*
- *All students will participate in educational experiences beyond the core curriculum and the boundaries of the traditional classroom (such as community service, athletics, student council, band, drama, etc.)*

Each member of a partnership plays a significant role. A compact is an agreement that defines the responsibility and tasks that administrators, teachers, and parents have agreed upon to help children learn. Schools need the support of the families and community members to fulfill the mission of *Advancing Student Learning for All Children*.

As an educator, it is my responsibility to:

- Hold high expectations for all students
- Communicate to parents early in the school year, what their children are expected to know and do over the year
- Welcome parents as partners in the educational process
- Respect and value the uniqueness of each child and his /her family
- Create and maintain a safe, supportive, and effective learning environment
- Plan instructional activities that will actively engage students in learning
- Gain knowledge of the ability and learning levels of each student in my classroom
- Communicate frequently student progress to students and parents
- Provide materials and resources for parents to use at home to support their child's learning

As a parent or guardian, it is my responsibility to:

- Show respect and support for my child, the staff, and the school
- Hold high academic and behavioral expectations for my child(ren)
- Set aside a time for my child(ren) to do homework
- Look over homework assignments to check for understanding
- Communicate with the school staff regarding my child's progress or concerns I might have about my child
- Attend parent-teacher conferences
- Spend time reading with my child every day
- Send my child(ren) to school ready to learn
- Accept responsibility for my Child's learning and behavior

FAMILY - SCHOOL COMPACT
“ADVANCING STUDENT LEARNING”
(continued)

As a student, it is my responsibility to:

- Work hard to do the best I can in school, at home, and in the community
- Ask the teacher questions about school work or homework if I do not understand
- Respect myself, my classmates, my teacher(s) and school property
- Attend school every day.
- Talk to my parents or teacher(s) if something is bothering me
- Complete my assignments and homework on time
- Comply with school rules.
- Accept responsibility for my actions

Signatures:

School Personnel: _____

Parent /Guardian: _____

Student: _____

Proposed: August 19, 2002

Adopted: October 21, 2002