

Learning Experiences
in
Math and Reading



Parent & Family Handbook
2020-2021

Programs funded by Title I

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Dear Parents,

Welcome to Learning Experiences in Math and Reading. This is a program offered by the Fort Mill School District which is funded with Title I funds. We are pleased that we can serve your child with extra help in reading and/or math.

The Title I teachers visit the classroom when your child is having reading and/or math. The teachers in our program are very qualified and devoted to ensuring that all children are successful. They provide extra assistance during math and reading instruction. They may also help your child on an individual basis or in a small group.

You will be invited to a parent meeting this year and to other school activities. Please call me if you have any questions about Learning Experiences in Math and Reading. My office number is (803) 548-2527.

I have included response forms at the back of the parent handbook if you wish to return comments to the principal.

Sincerely,

Peter Olinger
Director of Elementary Education

**Purpose of Learning Experiences
in Math and Reading
Fort Mill School District**

The purpose of the program is to offer students additional help in reading and math during their math and reading instructional times.

Students are identified using test scores and teacher judgment information. For students in grades one and two, parents were previously surveyed about the child's learning styles and learning needs.

Title I Guidelines 2020-2021

- Title I is a federally funded program designed to offer students assistance in reading and/or math.
- Students in kindergarten through fifth grades are selected for the Title I program based on individual test scores and input from teachers.
- Sugar Creek Elementary School provides math and reading Title I services through the “inclusion” classroom model. The inclusion model occurs when two or more certified teachers provide instruction to a diverse group of students in the classroom setting. All teachers are actively involved in the instruction.
- Students’ grades are the responsibility of the teacher who instructs the student in math and reading.
- Title I funds are used to purchase books, math manipulatives, and other materials to be used by Title 1 students. Funds are also used to provide in-service opportunities for Title 1 teachers. Parents are asked to make suggestions for how they would like our Title I funds to be used.

Students, teachers, and parents work together to provide a successful academic experience for all Title I students at Sugar Creek Elementary School.

Questions and Answers about Title I programs at Sugar Creek Elementary School 2020-2021

What is the purpose of the Title I program?

This program offers selected students additional assistance in reading and math.

Where is the Title I program offered in the Fort Mill School District?

Sugar Creek Elementary and Riverview Elementary School are the two schools in the FMSD to offer Title I services during the 2020-2021 school year.

How is the Title I program funded?

The program is funded with federal money.

How was my child selected to participate in the Title I program?

All kindergarten through fourth grade students are screened using test scores and teacher judgment for placement in the Title I program. Parent surveys were used in the screening process for current first and second graders.

Are the Title I teachers qualified to teach in this program?

Yes, all Sugar Creek Title I teachers are certified and meet the guidelines of ESSA. All the Title I teachers have extensive training in math and/or reading.

If I want to know more about the teacher qualifications, who do I call?

You may call Michelle Gritz, the principal at Sugar Creek Elementary School, assistant principal Aaron Plummer, or Lynn Abercrombie, Lead Teacher.

What is the role of the Title I teacher and the homeroom teacher in the classroom setting?

At Sugar Creek Elementary, we use the inclusion/floating teacher model. The homeroom teacher is responsible for the instruction of your child. The Title I teacher is there as a support teacher. The homeroom teacher and Title I teacher team together to provide a supportive academic environment for your child.

Does my child miss any of his/her regular classroom instruction to participate in the Title I program?

No, the district uses the inclusion/floating teacher model. The Title I teacher provides instruction in your child's homeroom.

How are parents involved in the program?

Parents are invited to *Meet the Teacher*, parent conferences, and Title I parent meetings and workshops.

What is the parent compact?

The parent compact is an agreement between the child's parents, teachers, and the student.

Who develops this compact or agreement?

Parents are asked to help design the compact at the first Title I parent meeting. A parent of a Title I student will serve on the Sugar Creek School Improvement Council. The Improvement Council must approve the compact. At Sugar Creek, Title 1 parents are asked to sign this agreement.

Does the Title I program have a parent involvement policy?

Yes, the Title I program uses the FMSD Board Policy for Parent and Family Engagement. Each Fort Mill school will develop a policy. Parents help develop the school policy at the first Title I parent meeting.

Can I make suggestions or recommendations for the parent involvement policy?

Yes, a parent response form is included at the back of the Title I Parent Handbook.

How do I know my child’s school report card scores?

Please visit the school and district website for school report card scores.

If I have more questions, who do I call?

Peter Olinger
Director of Elementary Education, FMSD

Michelle Gritz
Principal, SCES

Aaron Plummer
Assistant Principal, SCES

Lynn Abercrombie
Lead Teacher, SCES

Meg Niblock
Assistant Principal, SCES

Gina Kidd
Title I Math

Carol Claypool
Literacy Coach

Missy Babinchak
Title 1 Reading

Colleen Davidson
Title I Reading

Susan Balsinger
Title I Reading

Title I

- Requires that Title I funds be used for effective educational practices.
- Requires states to develop plans with annual measurable objectives.
- Requires local school districts to ensure that all Title I teachers are certified to teach, as required by the SC Department of Education in core academic areas.
- Requires annual assessments in grades 3-8. (PASS & SC Ready)
- Requires state and local report cards on student achievement.
- Requires corrective action if a school does not meet adequate goals.

Parents Right to Know

All Title I schools must notify parents of their right to request information on the professional qualifications of their children's teachers.

As a parent of a student enrolled at a Title I school, you have the right to know the professional qualifications of the classroom teachers and instructional assistants who work with your child. Federal law allows you to ask for the following information about your child's classroom teachers and requires the District to give you this information in a timely manner:

- whether the teacher is certified to teach the subjects and/or grade levels the teacher is teaching,
- whether the teacher's certificate is a waiver or substandard certificate
- the teacher's academic major, graduate degrees, if any, and
- the teacher's certification area.

If you would like to receive this information, please call the Personnel Department at 803-548-2527.

Teachers in the Title I Program

We are pleased to inform parents that all teachers in the Title I program are certified in the area that they teach as required by the S.C. Department of Education. All administrators are certified for their area of school administration.

Activities for Parents

Meet the Teacher: Title I Orientation

Parent Conferences in October

Title I Parent Meeting in the fall

Title I Parent Meeting in the spring

Title I Summer Book Fair at SCES

Sample of a Student/Parent/Educator Compact

Sugar Creek Elementary School has a student/parent/educator agreement. The School Improvement Council helps decide on the compact. The SIC includes Title I parents who develop this compact at the beginning of the school year.

A draft of the compact is available at the beginning of the school year until it is finalized in October\November. View a copy of the draft or finalized version on the Sugar Creek Elementary Title I website or request a hard copy from the main office.

STUDENT/PARENT/EDUCATOR COMPACT

CHILDREN FIRST ◆ EXCELLENCE ◆ POSITIVE RELATIONSHIPS



As a student I pledge to be Shark Strong by showing:

Respect & Kindness

- . Show respect and cooperate with all adults and other students in the school
- . Respect the rights of others to learn without distraction or disruption
- . Follow all school and district expectations, procedures, and rules
- . Come to school with an I CAN and I WILL ATTITUDE

Integrity

- . Come to school on time and prepared to work
- . Give my best effort each day by completing all my assignments
- . Spend time at home reading everyday by limiting my TV and screen time

Communication

- . Ask my teachers questions when I do not understand something
- . Communicate with my parents what I am learning in school
- . Make sure I give my parents all important communications from the school

As a parent I pledge to be Shark Strong by:

Setting An Example

- . Show respect for students and school personnel
- . Support my child by attending school functions and activities
- . Ensure that my child receives 8-10 hours of sleep daily
- . Make sure my child arrives to school on time

Communicating

- . Share with the teacher important information and concerns regarding my child
- . Talk with my child about his/her schoolwork and school activities everyday
- . Find out how my child is progressing by attending conferences, looking over school work and checking Parent Portal

Guidance

- . Help my child meet his/her responsibilities as a student
- . Support and reinforce school and district rules
- . Limit my child's TV and screen time viewing and encourage nightly reading
- . Encourage my child to read for a regular period of time each day

As educators we pledge to be Shark Strong by:

Being a Role Model

- . Show respect for students and parents
- . Provide a safe and inviting learning community for every student
- . Come to school with an I CAN and I WILL ATTITUDE

Showing Responsibility

- . Provide instruction as stated in the South Carolina standards
- . Create and provide an environment where everyone feels safe and can learn
- . Demonstrating our schools vision of Children First, Striving for Excellence, and Building Relationships

Communicating Consistently

- . Explain school and classroom expectations to students and parents
- . Communicate and cooperate with each parent to ensure the best education possible for his/her child
- . Provide weekly communication through multiple sources to share school news, events, student success, PTO updates

Student Name _____

Parent Signature _____

Educator Signature _____

Fort Mill School District's Parent & Family Policy

Policy KB Parent Involvement in Education

Issued 5/18

Purpose: To establish the board's vision for the involvement of parents and families in the education of their children.

The board believes that parent and family involvement must be pursued and supported by homes, schools/colleges/universities, communities, businesses, faith congregations, organizations, and government entities by working together in a collaborative effort.

The board believes it can impact student achievement by improving the quality and quantity of parent/family involvement in the education of their children.

Therefore, the board commits to the following:

- Seeing that each school establishes a comprehensive parent involvement program that includes parent education programs and activities that will assist parents and families in supporting classroom learning.
- Providing support and coordination for staff and parents and families to make family involvement in education a priority.
- Establishing effective, two-way communication between all parents and families and schools that respects the diversity and differing needs of families and encourages the development of mutual support between home and school.
- Seeing that each school develops effective school planning/management teams that involve a broad spectrum of families, staff, and community representatives in school governance and decision making at the local and statewide level.
- Recognizing that improved student achievement must be an equally shared responsibility and ultimate goal of parents and families, teachers, the school system as a whole, and the community at large.

Parent Involvement in Their Children's Education Act of 2000

Responsibilities of board

In order to heighten awareness of the importance of parent and family involvement in the education of their children throughout their schooling, encourage the establishment and maintenance of parent-friendly school settings and emphasize parent/school partnerships to assure a child's academic success, the board will do the following:

- Consider joining national organizations that promote and provide technical assistance on various proven parental involvement frameworks and models.
- Incorporate, where possible, proven parental involvement practices into existing policies and efforts.
- Provide parental involvement orientation and training through staff development.
- Provide incentives and formal recognition for schools that significantly increase parental involvement as defined by the State Board of Education.
- Require an annual report on school and district parental involvement programs including evaluations of the success of the programs.
- Include parental involvement expectations as part of the superintendent's evaluation.

Responsibilities of superintendent

The superintendent will do the following:

- Include parental involvement expectations as part of each principal's evaluation.
- Include information about parental involvement opportunities and participation in the district's annual report.
- Disseminate parental expectations as defined by law to all parents of the district.

The superintendent may also designate staff to serve as parent liaisons for the district, require each school to designate a faculty contact for parental involvement efforts, require each principal to designate materials and resource space within the school specifically for parents, and encourage principals to adjust class and school schedules to accommodate parent-teacher conferences more conveniently.

Every Student Succeeds Act of 2015 (ESSA)

The board also recognizes the special importance of parental involvement to the success of its Title I, Migrant (MEP), and limited English proficiency (LEP) programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement policy that will be distributed to parents participating in any of these programs.

In keeping with these beliefs, it is the intention of the district to cultivate and support active parental involvement and to set and realize goals for parent-supported student learning. The district will do the following:

- 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 community agencies or school/community groups (such as parent-teacher groups, Head Start, First Steps, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
- Implement strategies to involve parents in the educational process, including the following:
 - keeping families informed of opportunities for involvement and encouraging participation in various programs, including literacy and parent education
 - providing access to educational resources for parents/families to use together with their children as well as training to assist parents
 - keeping families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.
- Enable families to participate in the education of their children through a variety of roles. For example, family members should be given opportunities to do the following:
 - Provide input into district policies.
 - Volunteer time within the classrooms and school programs.
 - Have reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
 - Participate in parent-teacher conferences at least annually during which the compact is discussed as it relates to the individual child's achievement.
 - Receive frequent reports about their child's progress.
 - Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies.

- Perform regular evaluations of parent involvement at each school and at the district level.
- Provide access, upon request, to any instructional material used as part of the educational curriculum.
- If practicable, provide information in a language understandable to parents.

Title I parent involvement

The board recognizes that parent involvement is vital to achieve maximum educational growth for students participating in the district's Title I program. Therefore, in compliance with federal law and South Carolina Department of Education guidelines, the district will meet with parents to provide information regarding their school's participation in the Title I program and its requirements.

The superintendent will ensure equivalence among schools in teachers, administration, and other staff and in the provisions of curriculum materials and instructional supplies.

The board directs the superintendent to ensure that each of the district schools participating in the Title I program meet annually. Parents of participating students will be informed of their right to be involved in the development of the district's parental involvement policy, overall Title I plan, and school-parent compact.

The district will, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students, and parents of migratory students. In cooperation with parents, the district's policy, plan, and compact will be reviewed annually and updated periodically to meet the changing needs of parents and the school and distributed to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

The superintendent will develop administrative regulations, as necessary, to implement this policy and meet the requirements of law.

Migrant Education Program (MEP) parent involvement

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

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

Limited English proficient (LEP) 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.

South Carolina Education and Economic Development Act (EEDA)

Parental participation is an integral component of the clusters of study system mandated by the EEDA.

Beginning with students in the sixth grade and continuing through high school, each school will schedule annual parent counseling conferences to assist parents/legal guardians or individuals appointed by the parents/legal guardians and their children in making career choices and creating individual graduation plans. These conferences must include, but not be limited to, the following:

- assisting the student in identifying career interests and goals
- selecting a cluster of study and an academic focus
- developing an individual graduation plan

A mediation process that includes parent advocates must be developed, explained, and made available for conferences upon the request of the parent/legal guardian or the student.

The district may provide guidance and counseling sessions during hours that are not typically part of the workday, such as in the evenings or on Saturday.

Cf. IG, IGCA, IHAK, IHAQ, IHBC, IHCA, IKF, JLD, KBB

Adopted 1/21/14; Revised 5/6/18

Legal References:

Federal Law:

Every Student Succeeds Act of 2015, Pub. L. No 114-95.

S.C. Code, 1976, as amended:

Sections 59-28-100 through 59-28-220 - Parental Involvement in Their Children's Education Act.

Section 59-59-160 - South Carolina Education and Economic Development Act; parental participation, annual parent counseling conferences.

Section 59-139-90 - Strategic plans to include stated goals and objectives for parent involvement.

State Board of Education Regulations:

R43-205 - Administrative and professional personnel qualifications, duties, and workloads.

R43-234 - Defined program, grades 9-12.

South Carolina State Department of Education:

South Carolina Education and Economic Development Act Guidelines (2006).

Fort Mill School District

FORT MILL SCHOOL DISTRICT \ K - SCHOOL-COMMUNITY-HOME RELATIONS \

Sugar Creek Elementary School's Parent and Family Engagement Policy

To ensure effective involvement of parents/families and to support a partnership among the school, home and community to improve student academic achievement, Sugar Creek Elementary will:

- Host an annual meeting inviting all parents and families of children receiving Title 1 services. The purpose of this meeting will be to inform parents and families of the Title 1 program guidelines, encourage parent and family participation in the educational process, and initiate constructive feedback to improve Sugar Creek's Title 1 services.
- Involve parents and families in making appropriate changes to the Title 1 programs to accommodate the diverse needs of our students.
- Provide parents and families with an explanation of the school's curriculum, assessment policies, and proficiency levels students are expected to adhere to.
- Offer assistance to parents and families on how to monitor a child's progress and communicate with educators to improve the academic achievement level of their children.
- Make available materials and training sessions to parents and families in order to foster home involvement in the child's academic environment. These sessions may include literacy training, mathematical intervention strategies, writing strategies, etc.
- Ensure that information regarding the Title 1 programs and related activities are presented in a parent and family friendly format.
- Provide reasonable support for parent and family engagement on request.

Suggestions for the Parent & Family Handbook

I would like to recommend the following ideas for the Parent & Family Handbook:

Suggestions for the Parent & Family Engagement Policy

I would like to recommend the following ideas for the Sugar Creek or district parent policy:

Suggestions for the Student/Parent/Educator Compact

I recommend the following changes for the compact:

Please return this form to your school principal or child's teacher