BLOOMSBURG AREA SCHOOL DISTRICT TITLE I PROGRAM



2021- 2022 HANDBOOK

Dear Parents/Guardians,

This booklet was written to inform parents, teachers and interested citizens of the community about the Schoolwide Title I Program offered in the Bloomsburg Area School District.

Further questions may be directed to the principal in each of the schools, as well as the Federal Programs Coordinator.

Sincerely,

Kimberly Honabach

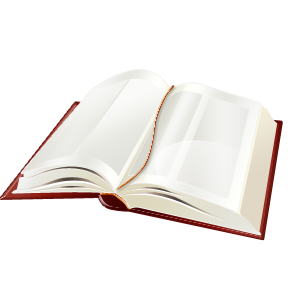
Federal Programs Coordinator

Bloomsburg Memorial Elementary School

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(570) 784.7885, Ext. 1212



**STAFF AND SCHOOLS**

**District Office**

**570-784-5000**

**Superintendent,** Dr. Donald Wheeler

**Director of Curriculum & Instruction,** Mrs. Melissa Day

**W.W. Evans Elementary School**

**570-784-3167**

**Principal,** Mrs. Michelle Prybyla

**Memorial Elementary**

**570-784-7885**

**Principal,** Mrs. Kimberly Honabach

**Special Education Supervisor,** Ms. Brandee Faust

**Beaver Main Elementary**

**570-784-0309**

**Dean of Students,** Mrs. Chelsi Forgach

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**Schoolwide TITLE I – An Overview**

***What is it?***

Schoolwide Title I is a federally funded “comprehensive reform program strategy” designed to improve educational outcomes for all students in a qualifying school. Funds may be used to upgrade curriculum, as well as provide other support services and programs. The goal is to help all students achieve proficiency with grade level standards. Students who are identified as “at risk” are provided supplemental assistance. Formerly called the Elementary and Secondary Education Act (ESEA) it was passed by Congress in 1965 to improve education in our schools, specifically the basic skills of reading. From 1981 to 1987, the program became the Education Consolidation and Improvement Act (ECIA) and provided funds to state and local agencies to finance supplemental compensatory education services for the educationally disadvantaged. In 1988 the Act was called the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Amendments of 1988, P.L. 100-297. This is referred to as Title I.

***Where does the money come from?***

Federal tax dollars are provided to the state, which in turn distributes them to local school districts and to non-public schools that qualify.

***Who decides how much money a school receives?***

It is decided by the number of low-income families residing in the school district. This information comes from the most recent U.S. Census.

***Does a child have to be from a low-income family to be in a Schoolwide Title I program?***

No. All students are considered part of the Schoolwide Title I program due to “overall” educational improvements such as district-wide computerized testing, district-provided devices, support staff, as well as, all other services provided to improve academic growth.

***How is a child eligible for the Schoolwide Title I supplemental educational support?***

Students can receive supplemental support from classroom teachers, interventionists, and other highly qualified support staff if assessments indicate they are “at risk” based on district diagnostic assessments, classroom assessments, and/or standardized tests (PSSAs).

***Who decides what will be done with Title I money?***

The district’s administration develops a plan which is passed by the School Board. The state then approves the plan.

***Why must parents be involved?***

First and foremost, parental involvement is very important to us as we make decisions about our programs. In addition, Congress mandates that parents be involved to help ensure that they have input into the basic skills curriculum and knowledge of how tax dollars are being spent.

***What grade levels do the Schoolwide Title I Programs serve through additional supports?***

This is determined by the school district through an annual needs survey. At Bloomsburg Area School District, children in grades kindergarten through eighth grade are provided with various educational supports through these federal funds.

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**PROGRAM GUIDELINES**

Any federally funded project has standard guidelines which are followed by every school in our country operating a federal program. Some of the guidelines that pertain directly to our Schoolwide Title I Reading Program are:

* Through district assessments such as, diagnostic and common classroom criteria and teacher evaluation of the student, it is determined if a student needs additional support.
* Schoolwide allows for flexibility of supports regarding how often and how long services are provided based on need and progress.
* Parents can ask for information about a teacher’s and/or paraprofessionals’ qualifications as noted by the Right to Know letters sent out at the beginning of each year. All teachers and paraprofessionals are “highly qualified.”
* Students “at risk” educationally in any academic area can receive additional supports from classroom teachers, interventionists, and other support staff. Students do not miss the classroom’s whole group instruction.

**THE READING PROGRAM**

***What happens after a child is determined to need extra support services?***

Any student who receives Schoolwide Title I Supplemental Support services will be instructed using a diagnostic-prescriptive teaching approach. Each student is placed on an individualized program based on his/her strengths and needs. A student file/portfolio is maintained for each student.

Student achievement and progress will be assessed through a variety of ways during the school year including i-*Ready* diagnostic testing three times a year, individualized i-*Ready* lesson progress, Ready Reading unit assessments, informal reading inventories to support instructional reading practice, and additional classroom assessments and observations. From this evaluation system, supplemental assistance/supports are established to improve reading skills. These supports may be short-term or long-term dependent upon need and progress.

Interventionists and support staff work with classroom teachers to help meet the student’s individual needs and to promote success in the classroom.

Success and Connection is stressed with all students in a Schoolwide Title I School.

**Meetings**

**Parent Awareness Conference**

The conference is temporarily suspended due to the Pandemic. Each year a limited number of parents are given an opportunity to attend a conference. The selection of parents is on a first-come/first-served basis. Please contact the district’s Federal Program Coordinator for information.

**Parent Involvement**

1. An Annual Title I meeting is held to provide parents with information.
2. Throughout the year, we hold Schoolwide Planning meetings. Parents will be invited to attend these school specific meetings, as well as, an annual district wide meeting to provide feedback regarding our program. We will be asking for parent input to help develop our needs assessment survey.
3. Literacy Night will be combined with our Annual Read Across America event to provide families an opportunity to share reading strategies, provide Read Aloud time, and fun activities to connect with our Bloomsburg families.
4. Each school offers a Parent Resource Center where books, reading games and strategy information are available to borrow. Speak with your child’s reading teacher/interventionist to check out this great resource.

**SUGGESTIONS FOR PARENTS**

**Studies show that reading with your children fifteen minutes per day will improve their reading ability.**

**DO** build up your child’s self-respect and morale by praising successful skills, such as swimming, drawing, making friends, etc. Give your child plenty of opportunities to feel good and develop the confidence needed to tackle his/her reading problem instead of being overwhelmed by it.

**DO** make a home bookshelf with your child. Watch it grow! Children develop a sense of pride and accomplishment in having their very own library.

**DO** listen to what he/she says.

**DO** let your child see you enjoy reading so he/she will know that reading is important to you. Children imitate, and you are the role model they will follow.

**DO** read nursery rhymes and other poetry. Children love rhymes and jingles.

**DO** give your child plenty of ways to use his/her reading ability. Let your child read the rules of a new game, even if you have to say most of the words, or ask for help in reading a recipe while you cook.

**DO** keep up the habit of going to the library. As soon as he/she is old enough, make it a regular visit.

**DO** let your child select print materials that are appealing. If the words and concepts are too hard, read to him/her. What they read is not as important as establishing the lifelong habit of reading for pleasure.

**DO** continue to show your support by being kind, relaxed and understanding.

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