



Rock Hill Local School District

• Board Of Education •

August 1, 2022

Dear Parent/Guardian:

The Elementary and Secondary School Act, Title I Part A, requires that each Title I school hold an annual meeting for the parents and families whose children receive Title I services. The purpose of the meeting is to provide information concerning:

- 1.) Parent Involvement Policy
- 2.) Program Activities
- 3.) School/Parent Compact
- 4.) Testing
- 5.) School Improvement Policy
- 6.) Parent Right to Know Teacher Qualifications

This meeting will be held during the Elementary School's Open House and during PTO meetings. Additionally, in an effort to make sure parents receive this information, it is being mailed this year. Please take time to review this information and feel free to contact the school or board office if you have any questions related to the Title I, Part A services provided at the Rock Hill Elementary School.

Sincerely,

Kathy Bowling, Assistant Superintendent

Book	Policy Manual
Section	2000 Program
Title	PARENT AND FAMILY INVOLVEMENT
Number	po2111
Status	Active
Legal	R.C. 3313.472
Adopted	January 25, 2018

2111 - PARENT AND FAMILY INVOLVEMENT

The Board of Education recognizes and values parents and families as children's first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism.

In accordance with statute and the State Board of Education Parent and Family Involvement Policy, use of the term "families" is used in order to include children's primary caregivers, who are not their biological parents, such as foster caregivers, grandparents, and other family members.

In cultivating partnerships with families and communities, the Board is committed to the following:

A. Relationships with Families

1. cultivating school environments that are welcoming, supportive, and student-centered; ⁴
2. providing professional development for school staff that helps build partnerships between families and schools; ^{2,3, 4}
3. providing family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers; ^{2,3}
4. providing coordination, technical support and other support to assist schools in planning and implementing family involvement activities. ³

B. Effective Communication

1. providing information to families to support the proper health, safety, and well-being of their children;
2. providing information to families about school policies, procedures, programs, and activities; ^{2,3, 4}
3. promoting regular and open communication between school personnel and students' family members; ^{1, 4}
4. communicating with families in a format and language that is understandable, to the extent practicable; ^{2,3}
5. providing information and involving families in monitoring student progress; ³
6. providing families with timely and meaningful information regarding Ohio's academic standards, State and local assessments, and pertinent legal provisions; ^{2,3,4}
7. preparing families to be involved in meaningful discussions and meetings with school staff. ^{2,3,4}

C. Volunteer Opportunities

1. providing volunteer opportunities for families to support their children's school activities; ^{1,3}

2. supporting other needs to enable families to participate in school- sponsored family involvement events. ^{3,4}

D. Learning at Home

1. offering training and resources to help families learn strategies and skills to support at-home learning and success in school; ^{1,2,3,4}
2. working with families to establish learning goals and help their children accomplish these goals; ¹
3. helping families to provide a school and home environment that encourages learning and extends learning at home. ^{1,2,4}

E. Involving Families in Decision Making and Advocacy

1. involving families as partners in the process of school review and continuous improvement planning; ^{3,4}
2. involving families in the development of its District-wide parent involvement policy and plan, and distributing the policy and plan to families. ^{2,3,4}

F. Collaborating with the Community

1. building constructive partnerships and connecting families with community-based programs and other community resources; ^{2,3,4}
2. coordinating and integrating family involvement programs and activities with District initiatives and community-based programs that encourage and support families' participation in their children's education, growth, and development. ^{2,3,4}

Implementation

The Superintendent will provide for a comprehensive plan to engage parents, families, and community members in a partnership in support of each student's academic achievement, the District's continuous improvement, and individual school improvement plans. The plan will provide for annual evaluation, with the involvement of parents and families, of the plan's effectiveness and identification of barriers to participation by parents and families. Evaluation findings will be used in the annual review of the Parent and Family Involvement policy and to improve the effectiveness of the District plan.

¹Indicates R.C. 3312.472 State Requirements

²Indicates IDEA 2004 Section 650 & 644 parent involvement requirements

³Indicates Title I Section 1118 parent involvement requirements

⁴Indicates State Board Parent and Family Involvement Policy recommendations

Title 1- Parent Meeting

Program Activities

2018-2019

- Class Size Reduction Teachers
- In School Intervention
- Job Embedded Instruction Coach
- STAR Math
- STAR Reading
- Professional Development
- Parent Involvement
 - o Book Fair Student/Parent Books
 - o Family Reading Nights
- Non-Public (mandatory)
- MobyMax

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ROCK HILL ELEMENTARY SCHOOL PARENT COMPACT

The Purpose of the SCHOOL-PARENT COMPACT, found in Section 1118 of Public Law 103-382, is to build and foster development of a school partnership to help all children achieve the State's high standards. Responsibility for improved student achievement will be shared by parents, the child, and teachers.

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 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 relating to the education of their children and positive use of extracurricular time.

This School-Parent Compact is in effect for the 2018-2019 school year.

PARENT/GUARDIAN

Communication between teachers and parents is important. As a parent or adult who has 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, and opportunities to volunteer and participate in my child's class, and observe classroom activities. I will support my child in the following ways:

- Reading Progress Reports
- Observing in the classroom
- Monitoring attendance
- Verifying that homework is done
- Establishing a place for study
- Supporting the school in it's efforts to maintain proper discipline
- Assisting my child in learning to resolve conflict in positive ways
- Discussing progress reports
- Volunteering in my child's class
- Monitoring television/ video game time
- Participating in conferences
- Establishing a time for homework
- Respecting all school staff and cultural differences of others

STUDENT

Students are responsible for improving achievement in the following ways:

- Attending school regularly
- Behaving well
- Establishing a time for homework
- Preparing for class
- Studying assignments
- Respecting and cooperating with other students and adults
- Asking questions
- Completing homework
- Listening in class
- Participating in class
- Going to bed early
- Supporting and abiding by all school rules and conduct

STAFF/TEACHER

The entire school staff of Rock Hill Elementary will share responsibility for improved student achievement and will be responsible in the following ways:

- Providing high quality curriculum that enables the child to meet state performance standards
- Notifying parents of changes affecting attendance, achievement, grades, and behavior
- Increasing communication between the parents and teachers
- Participating in conferences
- Utilizing parent volunteers
- Reporting children's progress
- Being available to staff and parents

PRINCIPAL

The principal supports this form of parent involvement and will strive to do the following:

- Provide an environment that allows for positive communication between the teacher, parent, and student
- Provide opportunities for parents to be involved in the school and in their child's education
- Encourage positive communication between home and school
- Encourage teachers to provide homework assignments that reinforce classroom instruction

Board Reviewed/ Approved: August 14, 2019

Book	Policy Manual
Section	2000 Program
Title	STUDENT ASSESSMENT AND ACADEMIC INTERVENTION SERVICES
Number	po2623
Status	Active
Legal	R.C. 3301.079, 0710, .0711, .0714, .0715, .0729, 313.608, 3313.608(D), 3313.6012 A.C. 3301-13, 3301-35
Adopted	January 25, 2018

2623 - STUDENT ASSESSMENT AND ACADEMIC INTERVENTION SERVICES

The Board of Education shall assess student achievement and needs in all program areas in compliance with State law and the rules adopted by the State Board of Education. The purpose of such assessments will be to determine the progress of students and to assist them in attaining student performance objectives and the educational achievement goals of this District.

The Board shall administer the State-mandated tests (e.g., diagnostic assessments and achievement tests) to students at the times designated by the State Board of Education. The Board may, for medical reasons or other good cause, excuse a student from taking a State-mandated test on the date scheduled, but any such test shall be administered to such excused student not later than nine (9) days following the scheduled date. The Board shall annually report, not later than June 30th, the number of students who have not taken one (1) or more of the State-mandated tests to the State Board of Education.

The District shall require that all appropriate staff have knowledge of the prescribed standards of ethical assessment practice and shall monitor the assessment practices for compliance with these standards. These duties shall include:

- A. communicating standards of ethical assessment practice;
- B. communicating security procedures for assessment;
- C. establishing procedures for reviewing assessment materials and procedures and assessment preparation materials and procedures;
- D. establishing channels of communication that allow teachers, other educators, students, parents, and other members of the community to voice concerns about assessment practices;
- E. establishing written procedures for investigating complaints, allegations, and/or concerns about assessment practices, protecting the rights of an individual, the integrity of an assessment, and the results of an assessment.

The Board shall provide academic intervention services in pertinent subject areas to students who score below the proficient level in reading, writing, mathematics, social studies, or science achievement test, or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment.

At least annually, staff members will assess the academic achievement and learning needs of each student. Procedures for such assessments may include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs, and physical examinations.

The Superintendent shall develop a program of testing that includes:

- A. administration of State-mandated tests (e.g., diagnostic assessment and achievement tests), at no cost to students, in accordance with the provisions of A.C. 3301-13-02;
- B. performance-based tests at appropriate grade levels to measure achievement of performance objectives in composition, mathematics, science, social studies, and reading;
- C. District or teacher-made achievement or performance tests;

D. tests of mental ability;

E. norm referenced achievement tests.

"Achievement test" means "a test, aligned with the Ohio academic content standards and model curriculum, designed to measure a student's level of knowledge or skill in a specific subject area that is expected at the end of a designated grade and/or is required as part of the Ohio graduation requirement."

"Alternate assessment" means "the use of an assessment instrument, other than the Ohio achievement tests or diagnostic assessments, that meets the requirements of all applicable Federal and State laws and A.C. 3301-13-03."

"Diagnostic assessment" means "an assessment aligned with Ohio academic content standards and model curriculum, designed to measure student comprehension of academic content and mastery of related skills for a relevant subject area at each grade level, kindergarten through three, as defined in R.C. 3301.079."

"Ohio graduation tests" means "the achievement tests, aligned with academic content standards and model curriculum, designed to measure a student's level of academic achievement expected at the end of the tenth grade in writing, reading, mathematics, social studies, and science."

"Performance standards" means "a score adopted by the State Board of Education indicative of a particular level of academic achievement at a designated grade for each achievement test or alternate assessment."

"Statewide tests" means "any assessment that is provided by the Ohio Department of Education (ODE) for use in all participating schools in the State."

The Superintendent shall develop:

- A. procedures for the regular collection of student performance data;
- B. a plan for the design of classroom-based intervention services to meet the instructional needs of individual students as determined by the results of diagnostic assessments; and
- C. procedures for using student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify such services.

For any student who failed to demonstrate at least a score at the proficient level on an achievement test during the preceding school year, the Board shall provide appropriate intervention services commensurate with the student's test performance in each such test area, including intensive prevention, intervention, or remediation required under R.C. 3301.0711, 3301.0715, 3313.608, or R.C. 3313.6012.

The Board shall require that:

- A. parents be informed of the testing program of the schools and of the special tests that are to be administered to their children;
- B. data regarding individual test scores be entered on the student's cumulative record, where it will be subject to the Board's student records policy;
- C. the aggregate results of each school-wide, program-wide, and District- wide test be made part of the public record.

Summer remediation services shall meet the following conditions:

- A. the remediation methods are based on reliable educational research
- B. testing will be conducted before and after students participate in the program to facilitate monitoring results of the remediation services
- C. the parents of participating student will be involved in programming decisions
- D. the services will be conducted in a school building or community center and not on an at-home basis

The Board shall keep records for each student including the following:

- A. a unique State student identification code or a student data verification code as required in accordance with R.C. 3301.0714(D)(2)
- B. a list or designation of which tests are required and which tests are not required

- C. a list or designation of which tests, required or not required, are taken and which are not taken at each test administration period
- D. score for each test taken, required or not
- E. whether each student attained the requisite performance standard designated for each required test
- F. what if any tests must still be taken
- G. whether or not intervention must be provided
- H. for each test required for graduation, the date passed must be recorded on the student's transcript

No information shall be on the student's transcript for a test not passed.

When a student who has taken State-mandated tests in one (1) school leaves that school to enroll in another school, the school previously attended shall provide, immediately upon request by a school official from the enrolling school, all applicable records set forth above.

For each student required to be offered intervention services, the Board shall involve the student's parent or guardian and classroom teacher in developing the intervention strategy, and shall offer to the parent or guardian the opportunity to be involved in the intervention services.

During the school year following the year in which the tests prescribed by R.C. 3301.0710(A)(1) are administered to any student, the Board shall provide appropriate intervention services, commensurate with the student's test performance, including any intensive prevention, intervention, or remediation required under R.C. 3301.0711, 3301.0715, 3313.608 or R.C. 3313.6012, in any skill in which the student failed to demonstrate at least a score of proficient level on an achievement test.

Except as authorized by State law, the Board shall not use any student's failure to attain a specified score on any State-mandated test as a factor in any decision to deny the student promotion to a higher grade level.

All identified students with disabilities in the School District shall be considered for participation in the State-mandated testing. The extent of the student's participation shall be determined by the IEP Team. Accordingly, the student's IEP shall require that s/he take:

- A. the required assessments in the same manner as other students;
- B. the required assessments with accommodations appropriate for his/her disability; or
- C. an alternate assessment that has been approved by the State Department of Education.

To the extent possible, and in accordance with law, a student with disabilities shall not be excused from taking a required assessment unless no reasonable accommodation can be made to enable the student to take the assessment.

The Superintendent shall implement administrative guidelines that comply with the State Department's regulations with regard to the administration of the State-mandated tests, including the reporting of results.

Program evaluations will be reviewed and updated every five (5) years. A schedule for such will be developed and implemented by the Superintendent.

After July 1, 2017, no student will spend more than two percent (2%) of the school year taking state assessments, including the Ohio graduation tests, college and work ready assessment systems and any District-wide assessment for all students in a specified subject area or grade level. Students will not spend more than one percent (1%) of the school year on diagnostic or practice assessments to prepare for the above assessments. Students with disabilities are exempt from this requirement, as are related diagnostic assessments for students who failed the English language arts achievement assessment, substitute examinations, or examinations to identify a gifted student.

This policy shall be reviewed and updated annually.

See Policy 2623.02 - Third Grade Reading Guarantee

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* 7/3/2018

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Book	Policy Manual
Section	2000 Program
Title	SCHOOL IMPROVEMENT
Number	po2120
Status	Active
Legal	Goals 2000 - Educate America Act The Ohio Improvement Process (OIP)
Adopted	January 25, 2018

2120 - SCHOOL IMPROVEMENT

The Board of Education supports the concept of school improvement as established by the State Board of Education and will seek to create and/or maintain effective schools as defined by State guidelines. (X) The Ohio Improvement Process (OIP) is the Ohio Department of Education's (ODE's) strategy for building the capacity of all districts and schools to improve instructional practice and make and sustain significant improvement in student performance against grade-level benchmarks aligned with academic content standards for all students.

In addition to adopting a Mission Statement and Educational Philosophy for the District, the Board shall create, as needed, policies which support the School Improvement Process.

District and school-level/building leadership teams are responsible for quality planning, implementation, and ongoing monitoring and reporting for all components for improving instructional practice and student performance.

The Superintendent shall provide leadership to District staff in the improvement process in the following core areas:

- A. data and the decision-making process
- B. focused goal setting process
- C. instruction and the learning process
- D. community engagement process
- E. resource management process
- F. Board development and governance process

The Improvement Process shall consist of the following stages:

- A. use data to identify areas of greatest need
- B. develop a plan to address those areas of need that is built around a limited number of focused goals and strategies to significantly improve instructional practice and student performance
- C. implement the plan with integrity, and
- D. monitor and evaluate the effectiveness of the improvement process in changing instructional practice and impacting student performance

The District shall utilize guidance, technical assistance, and resources provided by ODE as may be appropriate and available.

In order to enhance school improvement, the Superintendent is authorized to waive any policy that has been enacted in order to comply with the following Federal statutes/regulations and to request waivers from these laws/regulations from the Superintendent of Public Instruction:

Titles I, II, IV, VI, and Part C of Title VII of the ESEA Act of 1965

The Carl Perkins Vocational and Applied Technology Education Act

The General Education Provisions Act

Parts of Education Department General Administrative Regulations

In requesting such waivers, the Superintendent is to abide by the procedures established by the State Department of Education.

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Book	Policy Manual
Section	2000 Program
Title	TITLE I – PARENTS’ RIGHT TO KNOW
Number	po2261.02
Status	Active
Legal	20 U.S.C. 6311 34 C.F.R. Part 200 et seq.
Adopted	January 25, 2018

2261.02 - TITLE I – PARENTS’ RIGHT TO KNOW

In accordance with the requirement of Federal law, for each school receiving Title I funds, the Superintendent shall make sure that all parents of students in that school are notified that they may request, and the Board will provide the following information on the student's classroom teachers:

- A. Whether the teacher(s) have met the State qualification and licensing criteria for the grade levels and subject areas they are teaching.
- B. Whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived.
- C. The undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned.
- D. The qualifications of any paraprofessionals providing services to their child(ren).
- E. In addition, the parents **shall** be provided:
 - 1. information on the level of achievement of their child(ren) on the required State academic assessments;
 - 2. timely notice if the student is assigned to a teacher who is not "highly qualified" as required, or if the student is taught for more than four (4) weeks by a teacher who is not highly qualified.

The notices and information shall be provided in an understandable and uniform format, and to the extent practicable, in a language the parent(s) understand.

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