Goffstown School District

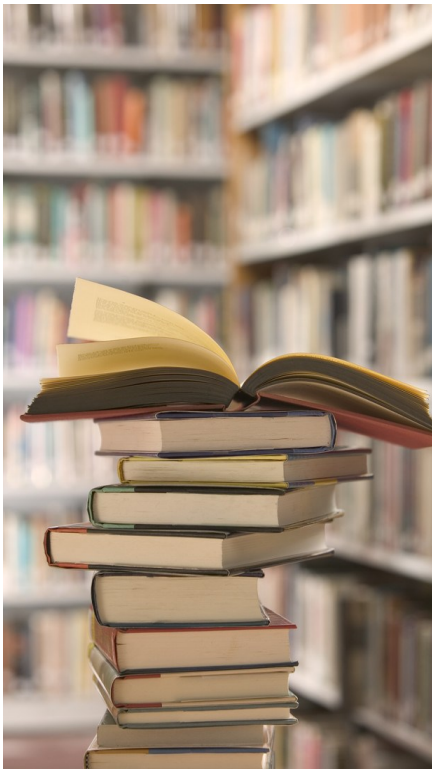
Title I Parent Handbook 2026-2027





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WHO QUALIFIES?

In the fall 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.

Bartlett Elementary School has a targeted assistance program. A targeted assistance school is so-termed because it targets its services on specific, identified children. Children from first through fourth 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 (SECTION 1111(H)(6)(A-C))

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 reading or 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 instruction is just what a student needs to succeed..

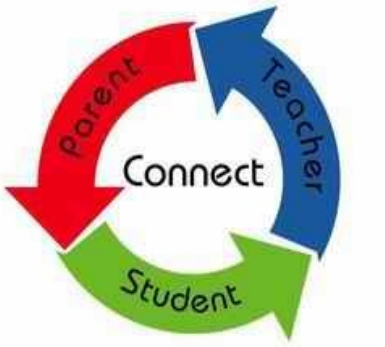
WHAT IS MY ROLE?

You as parents influence your child's education more than any other teacher. You are the first and best teacher your child will ever have. 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 needs you to help:

- determine program goals
- plan and carry out programs

You are invited to attend the annual Title I Open House (held the same night as the school Open House). 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 School District at (603) 497-4818 x 5753 or Wendy.Kohler@sau19.org

TITLE I PARENT AND COMMUNITY ENGAGEMENT

THIS POLICY IS REQUIRED FOR DISTRICTS RECEIVING TITLE I FUNDS

The Board endorses the family and community engagement goals of the "Every Student Succeeds Act" and encourages the regular collaboration between child(ren) family members, community members, and school leadership. The education of child(ren) is viewed as a cooperative effort among the parents, school and community, other family members involved in supporting the child(ren)'s development and education.

Pursuant to federal law, the district will develop jointly and distribute to parents of child(ren) participating in the Title I program, a written family and community engagement policy.

1. Honor and recognize families' funds of knowledge,
2. Connect family engagement to student learning,
3. Create welcoming, inviting cultures, and
4. Develop the capacity of families to negotiate the roles of supporters, advocates, and collaborators.

The district will implement at least one annual meeting that is available to all families of students attending Title I schools and/or for families that include a student who receives Title I services(Targeted Schools). These meetings will provide parents and family members, the opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Additional meetings may be held at the will of the Superintendent or School Board.

These meetings shall be used to provide parents with:

1. Involvement in the joint development of the Title I program plan, the process of reviewing the implementation of the plan, and suggesting overall school improvement goals.
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in the planning and implementing effective family and community engagement activities, to improve student academic achievement, and school performance.
3. Build the schools and parents' capacity for strong family and community engagement
4. Coordinate and integrate Title I family and community engagement strategies with those of other educational programs.
5. With the involvement of families, conduct an annual evaluation of the content of the family engagement policy and its effectiveness in improving the academic quality of the schools served. This will include identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English Proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.
6. Involve families in the activities of the schools served.

Title I funding if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and child care costs, food for the event, and academic based supplies and activities during the event. In targeted assistance programs, the families of child(ren) identified to participate in Title I programs, will receive from the school principal and/or Title I staff, an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their child(ren) at home.

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 child(ren) learn. Schools need the support of the families and community members to fulfill the mission of *Advancing Student learning for All Child(ren).*

<u>As an educator, it is my responsibility to:</u>

- Hold high expectations for all students
- Communicate to parents early in the school year, what their child(ren) 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 their 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(ren)'s learning

<u>As a parent/guardian, it is my responsibility to:</u>

- Show respect and support for my child(ren), the staff and the school.
- Hold high academic and behavioral expectations for my child(ren).
- Set aside a time and place for my child(ren).
- Send my child(ren) to school ready to learn.
- Accept responsibility for my child(ren)'s learning and behavior

FAMILY- SCHOOL COMPACT

"ADVANCING STUDENT LEARNING"

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 schoolwork or homework if I do not understand.
- Respect myself, my classmates, my teacher(s), and school property.
- Attend school every day.
- Talk with my parents and/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: _____

Paren/Guardian: _____

Student: _____

Proposed: 08/19/2002
Adopted: 10/21/2002
Proposed: 10/06/2025
Adopted: 11/10/2025