

Jasper County Community Unit School District #1 Title I Parent Handbook 2025-2026

JASPER COUNTY COMMUNITY UNIT SCHOOL DISTRICT NO. 1

TITLE I STAFF

Superintendent	Joe Sornberger
Title I Program Director	Joe Sornberger
Teachers	Jeena Kinder Vicki Wermert Darlene Walker Vicki McCormick
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TELEPHONE NUMBERS

District Office	618-783-8459
Ste. Marie Elementary	618-455-3219
Newton Elementary	618-783-8464
Jasper County Junior High	618-783-4202
Newton Community High School	618-783-2303

WHAT IS TITLE I ?

Title I of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), is one of the largest Federal aid-to-education programs. It was the first and most important Federal program to recognize that some school children may need extra help to do well in school.

Title I and its amendments are complicated legal documents. This handbook is written to acquaint parents with the Title I programs provided by Jasper County Community Unit School District No. 1.

The overarching goal of ESSA is for every child to meet state academic achievement standards. Title I provides the programs and resources for disadvantaged students to meet this goal. Title I funds should not be used to provide regular school services to children. In other words, the school district must provide all children with their basic education; Title I must provide extra, or supplemental, services. Program descriptions and the number of participants in these programs are included in the school district's application and must be approved by the Illinois State Board of Education. One of the most confusing issues regarding Title I is the procedure that must be used to determine the amount of money that may be spent in each eligible building (it is determined by the number of approved children on free/reduced meals). However, any student attending a Title I eligible school and meeting the academic criteria may receive supplemental services.

JASPER COUNTY COMMUNITY UNIT SCHOOL DISTRICT #1 TITLE I PROGRAMS

ELIGIBLE BUILDINGS and GRADES for 2024-2025 SCHOOL YEAR

Ste. Marie Elementary (Grade K) Newton Elementary (Grades 1-6)
Jasper County Junior High (Grades 7-8)
Newton Community High School (Grades 9-12)

*** Emphasis will be in K-6 Reading and Math**

PROGRAMS

Reading & Math Readiness Programs	Kindergarten
Remedial Reading & Math Programs	Grades 1-4
Reading & Math Assessment Programs	Grades K-6

GOALS OF TITLE I PROGRAMS

The goals of Title I programs are for participating students to:

1. Succeed in the regular program of Jasper County schools;
2. Attain grade-level proficiency; and
3. Improve achievement in basic and more advanced skills.

DESIRED OUTCOMES OF TITLE I

A desired outcome is a statement of what children will learn and accomplish as a result of their participation in Title I.

Kindergarten:

Title I students will master the reading and mathematics readiness skills expected of kindergarten students as outlined by the Jasper County kindergarten curriculum and grade level objectives.

First Grade:

Title I students will master the reading skills expected of grade one students as outlined by the basal reading series scope and sequence, develop a positive attitude toward reading and math, and develop fluency as beginning readers.

Grades Two - Twelve:

Title I students will be able to read and comprehend the social studies, science, and health textbooks at a level expected for their grade placement.

Title I students will attain grade level proficiency in reading and math.

At "school-wide" Title I buildings (Newton Elem., Ste. Marie, Jasper County Junior High, Newton Community High School), all students will have access to supplemental reading and math instruction via Title I staff.

TITLE I PROGRAM DESCRIPTION -

Reading and math affects all of the subject areas a child studies in school. Therefore, we feel it is important that we provide this extra help in this area.

The Title I reading and math classes are arranged so that they are an "extra helping" of reading and math. These classes do not take the place of reading or math in the child's regular classroom. These are classes to offer reading and skills that the child has not acquired for various reasons - some children have been ill in the early grades when these skills were offered, many children have missed skills because of moving from one school to another, still others were not ready to learn skills when they were offered.

Some of the time Title I services will be provided within the child's regular classroom. On other occasions, students may be pulled from their regular classroom into a small group setting of one-three students. The small group classes meet for approximately 20-30 minutes. There is no grade involved in this class. No homework is assigned.

As far as your role as a parent is concerned, you can help in a variety of ways:

- Always encourage and praise your child for the good things he does.
- Express interest in your child's reading and math in a natural way.
- Get your child a card at the public library and offer him/her many opportunities for using it.
- Listen to your child and let him/her know you are interested in what he is doing.

Placement in Title I programs is based on district literacy and math assessments and classroom teacher recommendations. As we have students who come up to grade level in reading, we release them and pick up others on our waiting list.

Students are tested at the fall, winter, and spring "benchmarks" of each school year to check on progress. Those students who receive Title I services are assessed once a week, or "progress-monitored", to check for progress and effectiveness of the supplemental instruction.

Parents will be contacted if their child has been recommended for Title I services. You were your child's very first teacher; you know him/her best. If you have any questions about the program - what we are doing, or why we are doing it, feel free to ask. If you wish to set up an appointment, please call the school office. We will be glad to show you the materials we use and answer any questions you might have.

PARENT INVOLVEMENT POLICY

The current district Title I Parent Involvement Policy was approved by the district Title I Parent Involvement Committee. The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are prescribed in District-level and School-level compacts.

District-Level Parent Involvement Compact

The Superintendent or designee shall develop a District-Level Parental Involvement Compact according to Title I requirements. The District-Level Parental Involvement

Compact shall contain: (1) the District's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level Parental Involvement Compact Building Principal or designee shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and student share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

PARENT-TEACHER CONFERENCES

Parents can find out more at parent-teacher conferences if they have some good questions in mind before going to the conference.

Here are some questions you may wish to ask:

- What is my child's progress and achievement level?
- What level of achievement should I expect from my child?
- Please explain my child's test scores.
- Does my child get along with others?
- Does my child work hard and stay on task?

JASPER COUNTY COMMUNITY UNIT SCHOOL DISTRICT #1 Title I SCHOOL-PARENT COMPACT (Grades K-6)

Jasper County Community Unit School District#1 and the parents of the students attending district schools agree that this compact outlines how the parents, the entire school staff, and the student will share the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop a partnership that will help children achieve the State's high standards.

AS A STUDENT I will carry out the following responsibilities to the best of my ability:

- Attend school regularly.
- Work as hard as I can on my school assignments.
- Discuss with my parents what I am learning in school.
- Follow the rules for student conduct.
- Ask my teacher questions if I do not understand something.
- Go to my school library at least once a week.
- Limit my TV and read more frequently.
- Respect the school, classmates, staff and families.

AS A PARENT I will carry out the following responsibilities to the best of my ability:

- * See that my child is punctual and attends school regularly.
- * Talk frequently with my child about his/her school activities.
- * Provide a quiet study time at home and encourage good study habits.
- * Encourage my child study time at home and encourage good study habits.
- * Find out how my child is progressing by attending conferences, looking at school work, or calling the school.
- * Encourage my child to read by reading to him/her and by reading myself.
- * Limit my child's TV viewing and help select worthwhile programs.
- * Volunteer in your child's school or classroom if time or schedule permits.
- * Respect the school, staff, students and families.

AS A SCHOOL we will carry out the following responsibilities to the best of our ability:

- Provide high quality curriculum and learning materials.
- Encourage good school attendance.
- Provide motivating and interesting learning experiences in each classroom.
- Explain our expectations, instructional learning goals and evaluation system to students and parents.
- Explain the district's rules or student conduct to the student and his/her parents.
- Provide opportunities for ongoing communication between school and home.

