

Tiffin City Schools
Title I Annual Meeting
January, 2025

Q: What is a Title I school?

A: **Title I**, Part A (**Title I**) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and **schools** with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards

Schoolwide Title I Model – A Title I school is eligible to become a Title I schoolwide model when the poverty level, (determined by free and reduced meal counts, is at or above 40%. The Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and **advanced** levels of achievement on State academic achievement standards.

- TCS currently has 4 Title I eligible schools (Washington, Krout, Noble, TMS)
- All schools are currently schoolwide.

Q: How does our school spend Title I money? [PDF Budget.pdf](#)

A: The vast majority of our funding is used for salaries.

Q: What are our school's Title I requirements (schoolwide)?

A: The purpose of a schoolwide program is to upgrade the entire educational program in the school in order to raise the achievement of the lowest-achieving students.

Title I funds may be used for activities and strategies designed to raise the achievement of low-achieving students identified by a school's needs assessment and articulated in the District's One Plan

Q: What is the process for schools in communicating with Parents?

A: Communication is a two-way process. We communicate individually with our families as well as through various outlets such as social media, bulk emailing, written communication and phone calling.

Q: What is in the school's parent engagement plan? [PDF Policy Request.pdf](#)

- Parent Compact [W 2024/2025 Parent Compact.docx](#)
- Notice teacher is not appropriately licensed [W Title 1 Timely notice.docx](#)
- Reporting on student's progress

ANNUAL TITLE I MEETING

DATE: 1/2025

SCHOOL NAME: Tiffin City Schools

FIRST AND LAST NAME

ROLE (PARENT, TEACHER, ADMINISTRATOR)

[Home](#) > [Funding](#) > [Sections](#)

Budget

Planning Tool 1) - Seneca County - 2025 - Consolidated - Rev 1 - Title I-A Improving Basic Programs

Action Step Bank

U.S.A.S. Fund #: 572
[Plus/Minus Sheet \(opens new window\)](#)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		318,111.24	162,959.42	0.00	16,523.89	0.00	0.00	497,594.55
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	1,000.00	5,265.00	0.00	0.00	6,265.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonpublic		18,000.00	4,612.23	0.00	0.00	0.00	0.00	22,612.23
Indirect Cost							0.00	0.00
Total		336,111.24	167,571.65	1,000.00	21,788.89	0.00	0.00	526,471.78
Adjusted Allocation								526,471.78
Remaining								0.00

TITLE I PROGRAMS

The Title I program is based on an annual assessment of educational needs. This assessment includes identification of educationally deprived children in the public and private schools in this District. Title I services are provided to all eligible, educationally deprived students.

The Board believes parent and family involvement is a vital part of the Title I program. The Superintendent/designee jointly develops with and distributes to parents of children participating in Title I programs within the District a written parent and family involvement policy and guidelines. The written parental and family involvement policy includes a School-Parent Compact jointly developed by the school and the parents. The requirements of the policy, compact and guidelines are consistent with Federal and State law.

Parent and family involvement includes, but is not limited to, parent and family contribution to the design and implementation of programs under this title, development of support and improvement plans, participation by parents and family members in school activities and programs, and training and materials that build parents' and family members' capacity to improve their children's learning in both the home and the school. To build a partnership between home and school, the District:

- 1. informs the parents and family members of the program, the reasons for their children's participation and the specific instructional objectives;**
- 2. trains parents and family members to work with their children to attain instructional objectives;**
- 3. trains teachers and other staff involved in programs under this title to work effectively with the parents and family members of participating students;**
- 4. develops partnerships by consulting with parents and family members regularly;**
- 5. provides opportunities for parents and family members to be involved in the design, operation and evaluation of the program and**
- 6. provides opportunities for the full participation of parents and family members who lack literacy skills or whose native language is not English.**

Title I funds are used only to augment, not to replace, state and local funds. The Board uses these funds to provide equivalent or comparable educational services in all schools receiving Title I assistance.

File: IGBJ

**[Adoption date: January 9, 1989]
[Re-adoption date: April 26, 1993]
[Re-adoption date: July 23, 2001]
[Re-adoption date: March 31, 2003]
[Re-adoption date: January 23, 2007]
[Re-adoption date: September 23, 2008]
[Re-adoption date: December 18, 2012]
[Re-adoption date: August 22, 2017]**

**LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
OAC 3301-35-04; 3301-35-05; 3301-35-06; 3301-35-07**

**CROSS REFS.: AC, Nondiscrimination
IE, Organization of Facilities for Instruction
IGBA, Programs for Students with Disabilities
IGBI, English Learners
IGBL, Parent and Family Involvement in Education
JB, Equal Educational Opportunities**

**TITLE I PROGRAMS
(Public School Choice)**

The Board in conjunction with the No Child Left Behind Act has approved procedures so that parents whose student(s) attend a school identified as a school of improvement would have the option to apply to another school within District boundaries. The following conditions must be met.

Application Procedures

1. Annually, the District will notify parents of students in schools identified as School Improvement schools.
2. Parent must meet with the building principal to discuss their request for a new school assignment before an application is submitted to the Student Services Department.
3. An applicant for enrollment in a building that currently is in school improvement must be filed with the Student Services Department by July 1.
4. Transfers can only be made to schools not identified as a School Improvement school, and the selection of building placement is determined by the Student Services Department.
5. Application approval or disapproval will be made by August 1 of the year in which the application is made.
6. Only one transfer per year is granted.
7. Applications are sorted by requested building and grade level, and placement is determined by building limits (see below).
8. Transfers are in effect for only one school year. Parents must reapply each year.

Building Capacity Limits

1. Building capacities are established each year based on enrollment projections and special programs, i.e., special education, Title I, preschool programs.
2. Student/Teacher ratios will be within state standards or contractual limits.

Student Qualifications

1. No special qualifications are necessary. However, if the District has insufficient capacity to accept all applicants, the Student Services Department will prioritize selections by "low achieving students from low income families."
2. Students with disabilities may only be assigned to buildings where the appropriate programming currently exists. The disabled student/teacher ratio will remain within state requirements and contractual limits.

(Approval date: January 23, 2007)

PARENT AND FAMILY INVOLVEMENT IN EDUCATION

The Board believes that parent and family involvement is an important part of the educational program. Current research indicates that a home-school partnership and greater involvement on the part of parents and families in the education of their children generally result in higher achievement scores, improved student behavior and reduced absenteeism. All parents, family members and foster caregivers are encouraged to take an active role in the education of their children or foster children.

The Board directs the administration to develop along with parents, family members and foster caregivers the necessary regulations to ensure that this policy is followed and that parent and family involvement is encouraged. The regulations are to:

1. encourage strong home-school partnerships;
2. provide for consistent and effective communication between parents and family members or foster caregivers and school officials;
3. offer parents and family members or foster caregivers ways to assist and encourage their children or foster children to do their best and
4. offer ways parents and family members or foster caregivers can support classroom learning activities.

In addition, building administrators/designees of schools receiving Title I funds will jointly develop with and distribute to parents of children participating in Title I programs a written parent and family involvement policy and guidelines. The requirements of the policy and guidelines are consistent with Federal and State law.

[Adoption date: August 17, 1992]

[Re-adoption date: July 23, 2001]

[Re-adoption date: January 23, 2007]

[Re-adoption date: September 23, 2008]

[Re-adoption date: August 22, 2017]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3313.472; 3313.48
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS.: IGBI, English Learners
IGBJ, Title I Programs
Student Handbooks

Noble Elementary School
Student/Parent/Teacher School Wide Compact
2024-2025

The purpose for this compact is to outline how students, parents and teachers will share responsibility for improved student achievement. We know that learning takes place when students, parents and teachers work as partners. We will do our best to build a partnership between the school and home so all students can achieve.

As a student I agree to:

1. Attend school every day on time unless I am sick.
2. Complete my class work and homework.
3. Pay attention in class and ask my teacher questions when I do not understand.
4. Follow school and classroom rules.
5. Spend some time every night reading to or with an adult.

Student's Signature _____

As a parent I agree to:

1. Be sure my child attends school every day and on time.
2. Provide my child with a time and place to do homework and see that homework assignments are completed.
3. Limit and monitor the amount of television and screen time for my child.
4. Read to or with my child on a regular basis.
5. Attend parent/teacher conferences and respond to school communications.

Parent's Signature _____

As a teacher I agree to:

1. Provide high quality instruction that helps each child meet state performance standards.
2. Communicate with parents about their child's progress.
3. Be available to parents for scheduled and informal conferences.
4. Encourage parents to observe and volunteer in their child's class.
5. Provide information to help parents work at home with their child.

Teacher's Signature _____



Timely Notice of Teacher Certification/Licensure Status

August 2019 - Timely notice example letter regarding teachers not meeting certification or licensure requirements.

Date:

Dear Parent or Guardian:

As part of the federal requirements of the *Every Student Succeeds Act (ESSA)*, (Public Law 114- 95), Section 1112 (e)(1)(B)(ii), we are notifying you that your child has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

During the past four or more consecutive weeks, your child has been receiving instruction from (Name of teacher or substitute) in the following class: (Content Area) at (School Building) . The district has developed an action plan to address this teacher's credentials. It is your right to request information regarding the qualifications of your child's teacher. If you wish to request such information, please contact (School District Contact) at (Phone) .

Sincerely,

Principal