

2025-2026

Title I Handbook

Cole County R-1
Russellville, MO



Educating all students
and developing the foundation of tomorrow's
community by expecting excellence today.

**Please detach, sign, and return the last
page of this handbook.**

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Cole County R-1 Elementary School
Russellville, Missouri

Cole Co. R-I Elementary School, Parent, & Family Engagement Policy

At Cole County R-I Elementary, the Title I.A program is implemented school-wide to provide a quality education to every child in the district. This school, parent, and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children.

Policy Involvement

All parents are invited to attend the annual Title I parent meeting in person. Parents are provided an agenda that reflects the purposes of the meeting: to inform parents of their school's participation in the Title I.A program, to explain the requirements of Title I.A, and to explain the right for parents to be involved.

At the beginning of the school year, parents are given the school, parent, and family engagement policy as part of the Title I Handbook. The Title I Handbook is reviewed at the annual Title I parent meeting. The Parent-Student-Learning Compact is also reviewed at this time. If no compact is returned prior to fall parent/teacher conferences, the parent is given another copy during the conference and is asked to sign and return it.

All parents within the school district will be invited to volunteer to serve on the Advisory Committee, which is to meet twice during the school year to review the program plan documents and conduct the annual review of the program. During the fall Title I parent meeting, parents are encouraged to share any questions, suggestions, or input regarding the program. At the end of the school year, all parents are asked to complete a questionnaire to share their opinions regarding the program.

Once Title I students have been identified, the parents are sent a notification in a letter stating that their student is eligible for Title I services and are encouraged to attend the parent meeting. All families within the district are invited to the Title I meeting to explain the Title I program and its services. The Title I handbook and Parent-Student Compact are also made available to all parents at the parent meeting. This agreement outlines how parents, staff, and students will share responsibility for promoting high student achievement. Parents on the school's Advisory Committee will be involved in designing this agreement. Parents will receive and be urged to discuss the agreement with their children before signing it and having their children sign it.

During the Title I parent meeting, Title I teachers and administrators will describe the curriculum used in the Title I programs to address the needs of students. Information will be given about the universal screening assessments used by our district (iReady diagnostics, screening for At-Risk of Dyslexia, etc.) and how the scores are interpreted and used to match instruction to student needs. Title I teachers will explain the MAP achievement levels during the parent meeting, and classroom teachers will also provide explanations of the achievement levels at fall parent/teacher conferences when the students' MAP reports are given to parents.

Shared Responsibility for High Student Achievement

The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. This compact is developed jointly with parents of Title I.A served children.

The school-parent compact states that parents are responsible for providing support, positive attitude, and a quiet place/time to do schoolwork. Parents should encourage children to complete schoolwork, as well as ensure that their children get adequate sleep, a healthy diet, and arrive at school on time. Parents should discuss their child's learning with their child and communicate with teachers regularly, and parents should spend time reading with their child at home and start an ongoing home library for their child.

The school-parent compact explains that the Title I teachers will be aware of student needs and teach necessary concepts to the students, communicating regularly with the parents on their child's progress. It also states that the school is responsible for creating a safe, positive, healthy learning environment. Teachers are responsible for demonstrating the importance of reading, math, and learning, as well as relating reading and math to everyday life. Administrators are responsible for welcoming parental involvement, supporting the Title I programs, and being knowledgeable about the program's requirements and teachers' techniques/materials.

The compact states that parent-teacher conferences will be held twice each year, during which the compact will be discussed. It also outlines ways teachers will communicate student progress and lists ways to contact teachers. In addition, the

compact explains volunteer opportunities and seeks to ensure regular two-way, meaningful communication between family and school staff.

Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, Cole County R-I Elementary provides assistance to parents in understanding the Missouri Learning Standards, The Missouri Assessment Program, local assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children.

During the Title I parent meeting, Title I teachers will give brief overviews of MAP, universal screening assessments, and progress monitoring procedures. Sample reports and parent notes will be shared to help parents recognize and understand their child's scores and progress. Parents will be given ideas on how to work with teachers to improve their child's achievement during the parent meeting, at parent-teacher conferences, and at Title I Family Night activities.

Each year, two Family Night events will be held where parents attend with their child to participate in engaging learning activities. Title I teachers and other staff will present information to parents at these events regarding how to help their child improve academic achievement. Handouts and/or take-home materials will be provided to parents at these events. Parents also receive information and materials regarding how to help their child with their child's specific needs during parent/teacher conferences in both fall and spring, including how to utilize subscriptions to online programs that can be accessed at home, such as iReady, Study Island, or Reading Eggs.

Cole County R-I educates teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

During our back-to-school teacher workdays, administrators will provide professional development that includes information about connecting with families of our students and fostering open communication with parents. Use of tools like Class Dojo, Remind app, newsletters, email, and text alerts will be explained and encouraged, and strategies for parent contact phone calls will be discussed.

To encourage parents to participate in their child's education, Title I teachers will provide information to parents regarding resources available to our community that would support academic achievement, as those teachers become aware of these opportunities. The Missouri River Regional Library's bookmobile schedule and other events such as Summer Reading Programs can be shared with parents. Participation in the Parents as Teachers program is encouraged, and teachers will be asked to refer any families with preschool children in the community to participate in this program.

Optional Additional Resources

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, Cole R-I Elementary provides necessary literacy training from Title I funds if other funding has been exhausted. In addition, Cole R-I establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.

Accessibility

In carrying out the parent and family engagement requirements of the Title I program, Cole R-I Elementary takes all practical steps to provide opportunities for the informed participation of parents and family members, including parents with limited English proficiency, those with disabilities, and those of migratory children. Best efforts are made to ensure that information and school reports are provided in a format and language that parents understand.

School Wide Program Plan Cole Co. R-1 Elementary 2025-2026

This plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan and in coordination with other programs, including Title I School Improvement (a).

Strategies to Address School Needs

Supplemental Instruction:

To address school needs, supplemental instruction is offered in math and reading at the elementary level. During the school day, students may receive supplemental reading instruction in a pull-out format with a Title I Reading teacher. Supplemental math instruction is also available in both pull-out and push-in formats with the Title I Math teacher. Students also receive supplemental instruction during summer school and in after-school tutoring.

Professional Learning Communities and Response to Intervention:

In addition, teachers in Cole R-1 schools actively work together in Professional Learning Communities during meeting time each week on early release days to address school needs. Response to Intervention (RTI) teams also meet regularly to monitor student progress and ensure student success.

These strategies provide opportunities for all children to meet the challenging Missouri Learning Standards. Student performance data will be routinely collected and analyzed by both individual teachers and data teams to monitor student progress and to evaluate the effectiveness of instructional strategies and make necessary adjustments to instruction. Teachers have worked to create a viable curriculum that is aligned with the Missouri Learning Standards, and they are consistently monitoring their practices to ensure that best practices are being implemented.

In order to strengthen the academic program, the Cole County R-1 School District will provide time, resources and support to allow for collaboration of teachers

through the PLC process. This process will allow teachers to monitor and guide instructional practices of the district. During the early release time, teachers will work collaboratively to monitor the effects of instruction on individual and class learning and to ensure mastery of selected standards. Teachers also annually review course curriculum to ensure rigor. In addition, teachers will work together to ensure that they are displaying and communicating content knowledge and academic language.

In accordance with Missouri guidelines, twenty-five staff members have completed training in LETRS. Language Essentials for Teachers of Reading and Spelling (LETRS) is an in-depth, comprehensive study into literacy instruction. This science-based learning will strengthen teachers' understanding of literacy and how to support readers at all levels. More teachers are working on that training this year.

By providing after school tutoring programs, such as Indian Club and reading tutoring, and by providing a summer school program, our students are offered an increased amount of learning time.

The Cole County R-1 School District strives to meet the needs of all students. At times, some students are at risk of not meeting the Missouri Learning Standards. In an effort to meet student needs, RTI teams will analyze the Missouri Assessment Program (MAP) data to determine students who are at the below basic range and provide them with the supplemental instruction necessary to move them to the basic or higher range. RTI teams will utilize classroom formative assessment data cycles to monitor student needs. Student performance data will be routinely collected and analyzed by both individual teachers and data teams to monitor student progress and to evaluate the effectiveness of instructional strategies and make necessary adjustments to instruction.

When needed, students may need strategies to improve their skills outside the academic subject areas. Our school offers counseling and school-based mental health programs to students with these needs. A school wide tiered model is used to prevent and address problem behavior and identify students who might benefit from early intervention services.

The Cole County R-1 School District understands the importance of recruiting and retaining effective teachers in particularly high need subject areas. The district will maintain and adopt a salary schedule that is competitive with surrounding districts. The district will also provide benefit packages that are competitive with surrounding districts. The district will reimburse the cost of the MEGA Test for those teachers who are willing to become certified in high needs areas.

**Missouri Department of Elementary and Secondary Education
Every Student Succeeds Act of 2015 (ESSA)
COMPLAINT PROCEDURES**

This guide explains how to file a complaint about any of the programs¹ that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)².

Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents	
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1. What is a complaint?

For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

Complaints can be filed with the LEA or with the Department.

4. How will a complaint filed with the LEA be investigated?

Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.

5. What happens if a complaint is not resolved at the local level (LEA)?

A complaint not resolved at the local level may be appealed to the Department.

¹ Programs include Title I, A, B, C, D, Title II, Title III, Title IV, A, Title V.
² In compliance with ESSA Title VIII-Part C, Sec. 8304(a)(3)(C).

Local education agencies are required to disseminate, free of charge, this information regarding ESSA complaint procedures to parents of students and appropriate private school officials or representatives.

6. How can a complaint be filed with the Department?

A complaint filed with the Department must be a written, signed statement that includes:

1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated.

7. How will a complaint filed with the Department be investigated?

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

1. **Record.** A written record of the investigation will be kept.
2. **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. **Report by LEA.** Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
5. **Verification.** Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
6. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

8. How are complaints related to equitable services to nonpublic school children handled differently?

In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).

9. How will appeals to the Department be investigated?

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

10. What happens if a complaint is not resolved at the state level (the Department)?

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

Cole County R-1 Parent-Student-Learning Compact

2025-2026

Parent/Caring Adult

I have received the Family-School Compact and understand its contents. I agree to carry out the following responsibilities:

1. Use my child's homework folder and/or student planner to discuss my child's learning at home and to communicate with teachers.
2. Provide a quiet place/time to do schoolwork and encourage my child to complete that work.
3. Ensure my child gets adequate sleep and has a healthy diet and that they arrive at school on time.
4. Help my child find appropriate and engaging books to read at home, and spend at least 15 minutes each day reading with my child, completing at-home independent reading assignments, and discussing my child's reading each day.

Student

I know that my education is important to me. It will help me become a better person. I agree to do the following:

1. Complete and return schoolwork on time.
2. Be at school, unless I am sick.
3. Be safe, respectful, and responsible.
4. Share what I learned at school with my parents, using my homework folder and/or student planner to help.
5. Complete the independent reading requirements appropriate for my grade level each night, read for at least 15 minutes, and discuss that reading with someone at home.

Title I Teacher

I understand the importance of the school experience to every student and my role as a teacher. I agree to carry out the following responsibilities.

1. Design instruction to effectively meet student needs and regularly monitor student progress.
2. Communicate student progress to families at least monthly.
3. Provide a safe, positive, and healthy learning environment.
4. Respect cultural differences of students and families.
5. Demonstrate the importance of reading, math, and learning through my own behavior.
6. Show how reading and math relate to everyday life.

Administrator

I understand the importance of the school experience to every student and my role as an administrator. I agree to carry out the following responsibilities:

1. Maintain an Open Door Policy with the parents.
2. Provide support to the Title I program, teachers, and students.
3. Be knowledgeable of the program responsibilities and requirements.
4. Be familiar with the teachers' various classroom techniques, materials, and cooperation with the classroom teachers.
5. Help in the communication with teachers and parents when necessary.

Parent Signature

Child Signature

Administrator Signature

Teacher Signature

Teacher Signature

Teacher Signature

Teacher Signature