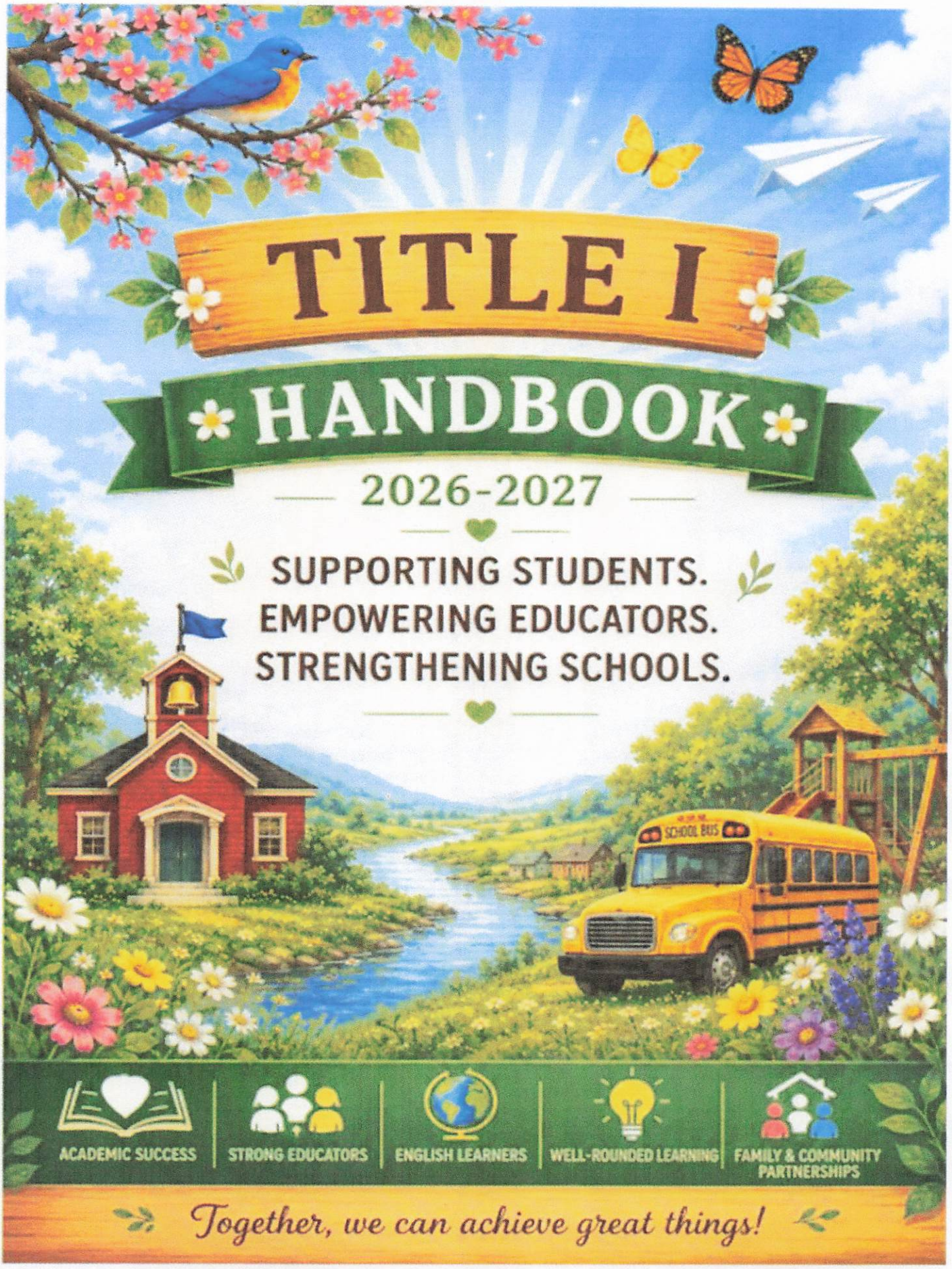

TITLE I
HANDBOOK
2026-2027
SUPPORTING STUDENTS.
EMPOWERING EDUCATORS.
STRENGTHENING SCHOOLS.
SCHOOL BUS
ACADEMIC SUCCESS
STRONG EDUCATORS
ENGLISH LEARNERS
WELL-ROUNDED LEARNING
FAMILY & COMMUNITY PARTNERSHIPS
Together, we can achieve great things!

Welcome to Title I!

Welcome to another exciting school year! We are proud to partner with you to ensure that every child has the opportunity to succeed.

Title I is designed to provide additional resources and support that help all students meet high academic standards. Through family engagement activities, instructional support, and strong partnerships between home and school, we can work together to help every student reach their full potential.

This handbook is intended to provide an overview of our Title I program, your rights as a parent or family member, and opportunities for you to be involved throughout the year. We encourage you to stay connected, ask questions, and participate in the many activities and events offered by your school.

Thank you for being an important part of your child's education. We look forward to working together to make this a successful and rewarding school year!

Sincerely,

Amber Hardman
Director of Federal Programs
Wood County Schools



Working Together to Support Student Success

Title, I programs in each school are developed through a collaborative process involving parents, teachers, administrators, and Title I staff. These programs are built around a continuous cycle of improvement to ensure that all students have the opportunity to meet rigorous academic standards.

How Title I Programs Are Planned

1. **Needs Assessment:** Each school begins by gathering input from parents, teachers, and staff and reviewing student performance and assessment data. This information helps identify the areas where students need the most support.

2. **Planning:** Based on the results of the needs assessment, schools create a Title I Schoolwide Plan that outlines how resources will be used to support students and improve achievement.

3. **Professional Development:** If the plan includes new instructional approaches or strategies, professional development is provided to ensure that staff are prepared to implement them effectively.

4. **Implementation:** Schools put the plan into action by providing services such as small group instruction, intervention programs, and family engagement opportunities.

5. **Evaluation and Improvement:** Schools regularly review student data to determine whether the Title I plan is working. Adjustments are made as needed to ensure continued progress.

By working together, schools and families can help ensure that every student receives the support they need to reach their full academic potential.

If you have questions about your school's Title I program, please contact your building administrator. They will be happy to explain how Title I funding and services support the unique needs and goals of your school.

Title I Program Explained

What is Title I?

Title I is a federally funded program that provides financial assistance to schools and districts serving high numbers of economically disadvantaged students. The goal of Title I is to ensure that **all children** have a fair, equal, and meaningful opportunity to obtain a high-quality education and meet **challenging state academic standards.**

Title I funds must be used to:

- Improve **student achievement**
- Support **professional development** for staff
- Strengthen **parent and family engagement** efforts

Schools where at least 35% of students are identified as economically disadvantaged may qualify for Title I funding. In Wood County Schools, Title I funds support two types of program models:

- **Schoolwide Program:** All students may benefit from Title I services. Funds are used to enhance core instruction, provide supplemental resources, hire additional teachers, and support extended learning opportunities such as

  after-school or summer school programs.

- **Targeted Assistance Program:** Funds are directed toward students identified as being most at risk of not meeting state standards-typically those performing below grade level In reading or math.

In both models, students experiencing homelessness and eligible private school students may also receive services supported by Title I. Across the nation, more than 50,000 public schools benefit from Title I funding, including over 350 schools in West Virginia's 55 school districts.

Title I Funds Cannot Be Used For

- General school operating expenses
- Construction, remodeling, or major building repairs
- Food or refreshments (unless specifically allowable under federal guidance)
- Entertainment or incentives that are not educational, gifts, prizes, or promotional items
- Activities that are not included in the school's approved Title I plan
- Services that replace (supplant) what the district is already required to provide with state or local funds
- Expenses that do not directly support improving student academic achievement

Remember: Every Title I expenditure must be reasonable, necessary, allowable under federal regulations, and directly support the goals of the school's approved Title I program.

Who Can Participate in Title I?

Schools with 40% or more low-income enrollment are eligible to apply for Title I funding. Wood County Schools has established the following thresholds for Title I eligibility:

- Elementary Schools: At least 50% low-income enrollment
- Secondary Schools: At least 75% low-income enrollment

All Title I schools in Wood County operate as Schoolwide Programs, allowing any student to receive additional support based on academic need, especially in reading and math.



- Contact your school principal for specific information about Title I services at your child's school.

- Reach out to: Amber Hardman
  Director of Federal Programs, Wood County Schools
  (304) 420-9670
  amber.hardman@k12.wv.us

- Learn more online:

  https://www.woodcountyschoolswv.com/ and choose the Federal Programs tab
  You will find more in-depth information about Wood County's Federal Programs as well as links to West Virginia Department of Education

Coordination of Classroom Teachers and Title I Teachers

Effective collaboration between classroom teachers and Title I personnel is essential to providing targeted, supplemental support that aligns with core instruction. Below are examples of meaningful coordination activities:

Analyzing Student Data:

Collaboratively reviewing assessment and progress monitoring data to identify student strengths and areas for improvement in reading and mathematics.

Scheduling Title I Services:

Coordinating service times to ensure that Title I support complements, rather than replaces, core instructional time.

Sharing Intervention Strategies:

Exchanging evidence-based instructional strategies to address specific learning needs and reinforce skills across instructional settings.

Weekly Progress Collaboration:

Holding regular meetings to review student progress, adjust intervention plans, and ensure instructional alignment.

Joint Parent Engagement Planning:

Working together to design and implement family engagement opportunities that strengthen the home-school connection and support academic goals.

Identifying Supplemental Materials:

Determining the additional instructional resources needed to enhance learning and meet the objectives of the Title I program.

Curriculum and Instruction in Title I Schools

Wood County Schools implements a **Multi-tiered System of Support (MTSS)** that addresses the academic, behavioral, social, and emotional needs of all students. This system ensures equitable access to high-quality instruction and support services, with Title I schools receiving additional resources to enhance student learning.

Core and Intervention in Math and Reading

All West Virginia schools, including those in Wood County, provide core instruction aligned with the **West Virginia College and Career Readiness Standards (WVCCRS).** Curriculum is defined as a standards-based sequence of planned learning experiences that enable students to develop both academic content knowledge and applied learning skills. This curriculum serves as the central guide for educators, ensuring that all students receive rigorous and meaningful instruction.

Instructional Materials:

- **Math (Elementary):** All elementary schools, including Title I schools, use **Ready Math** for core instruction.
- **ELA (Elementary):** Most schools use **Wonders by McGraw Hill.**
  - The following schools use **Scholastic Literacy:**
    - Franklin Elementary
    - Jefferson Elementary
    - Martin Elementary
- **ELA (Middle School):** All middle schools use **StudySync.**
- **Math (Middle School): Ready Math** is used at all middle schools.

Mathematics Instruction:

Elementary Level:

- Minimum of 60 minutes of daily core math instruction
- Additional 30 minutes of math intervention for most students
- Blended learning approach: direct instruction, guided practice, digital diagnostics, and targeted interventions

Middle Level:

- Core math classes for all students
- Additional math intervention/enrichment periods
- Use of diagnostic assessments to create individualized learning pathways
- Instructional support through computerized lessons, small-group work, and push-in services from Title I staff

Reading Instruction (Elementary):

- At least 90 minutes of daily core reading instruction rooted in the science of reading strategies
- Use of small group instruction with targeted support and coaching
- Supplemental strategies include:
  - **Secret Stories**
  - **Wilson Reading System**
  - **Heggerty Phonics**
- Title I and classroom teachers work together to provide support through flexible grouping and differentiated instruction

English/Language Arts (Secondary):

- Utilizes **a research-based blended model** (digital and print)
- Title I teachers assist in providing targeted support for students with reading deficiencies

Extended Learning Opportunities

Students in Wood County elementary schools may participate in **Summer Programs,** which is designed to close achievement gaps in reading and math. These programs are funded by West Virginia's Third Grade Success Act.

Jumpstart Reading and Math Clinic

A FREE reading and math clinic for Wood County Schools students completing kindergarten - grade 3. Students will receive small group reading and/or math instruction specially designed to boost their reading and math success!

June 22-July 16, 2026

Emerson Elementary School

Students will attend two, one-hour sessions per week with a reading specialist or math tutor. Sessions will take place Monday/Wednesday OR Tuesday/Thursday. At the time of registration, parents/guardians may request Monday/Wednesday or Tuesday/Thursday sessions. They may also indicate time preference (8:30-9:30am, 9:30-10:30am, or 10:30-11:30am). Every effort will be made to accommodate scheduling requests while also ensuring your student is assigned an instructional group that is appropriate for them.

Summer Scholars Camp

Students will receive daily reading and math instruction at Summer Scholars Camp!

Who? Students currently in Grades K-3 attending any Wood County Schools elementary school

When? June 22-July 17, 2026; 8:00am-11:30am

Where? Jefferson Elementary Center, 1103 Plum Street, Parkersburg, WV 26101

Bus transportation available.

Free breakfast and lunch provided.

High-Quality Professional Development

Wood County Schools is committed to providing high-quality, job-embedded professional learning that strengthens instructional practices and improves student achievement. Title I educators have access to ongoing support and professional development designed to build capacity, promote evidence-based instruction, and meet the needs of academically at-risk students.

Professional learning opportunities include:

- Partnerships with curriculum vendors to provide targeted, content-specific training.
- A district coaching team that supports the implementation of high-quality instruction aligned to the West Virginia College- and Career-Readiness Standards.
- Ongoing assistance with data analysis, instructional planning, and modeling of effective teaching strategies.
- Collaboration with curriculum coordinators and instructional coaches who provide continuous guidance and support throughout the school year.
- Participation in the annual **Wood County Schools Summer Teaching and Learning Academy**, which offers a wide variety of professional learning sessions focused on instructional best practices, evidence-based interventions, family engagement, technology integration, leadership development, and other topics that support student success.

Wood County Schools encourages all Title I staff to actively participate in professional learning opportunities that enhance instructional effectiveness, strengthen family and community partnerships, and support continuous improvement for both educators and students.

Technology Integration

- The Coordinator of Organizational Support and Technology Services provides professional learning and ongoing technical support to ensure educators effectively integrate technology into teaching, learning, and communication. Support is designed to enhance instructional practices, improve collaboration, and maximize the use of district-supported digital resources.
- Services and training include:
- Supporting the effective integration of digital tools to enhance instruction and student engagement.
- Providing training and support for **Schoology**, Wood County Schools' learning management system, to facilitate classroom instruction, communication, and organization.
- Offering expertise in Apple platforms and applications to support both in-person and remote learning environments.
- Training staff on **Rooms** to strengthen communication, collaboration, and information sharing among educators and school teams.
- Providing ongoing assistance as new technologies and digital resources are implemented throughout the district.
- This support helps ensure that educators have the knowledge, skills, and resources needed to create engaging learning experiences while maintaining effective communication with students, families, and colleagues.

Engaging Families at the School Level

Each Title I school must actively support and promote parent and family engagement, as outlined in its **Parent and Family Engagement Policy.** This policy must be developed in collaboration with parents and include the following components:

Two-Way Communication: A plan for effective, ongoing communication between families and the school regarding school-wide updates and individual student progress.

Timely Information Sharing: A commitment to providing parents with information related to school programs, meetings, and activities in a timely manner.

Shared Responsibility for Student Success:

- A description of the school's responsibility to provide high-quality curriculum and instruction in a supportive, effective learning environment.
- A description of the parents' role as equal partners in their child's education, including monitoring academic progress and extracurricular involvement, and participating in educational decisions.

Value of Parent Contributions: Strategies to promote and communicate the value of parental Involvement to teachers, administrators, and staff.

Support for Academic Understanding: Assistance for parents in understanding West Virginia's academic content standards and student achievement expectations.

Resources and Training: Access to materials and training opportunities to help parents support their children's academic progress.

Regular Teacher-Parent Communication: Encouragement of consistent, meaningful communication between teachers and families throughout the school year.

Activity Notifications: Advance notice to families about all parent and family engagement opportunities and events.

Collaboration with Community: When feasible, coordination of parent and family engagement activities with community organizations and other school- based groups.

Parent-School Compact

The **Parent-School Compact** is a shared agreement that outlines how families, students, and school staff will partner to improve academic achievement and help all students meet the State's challenging academic standards. This compact should define the shared responsibilities of:

- **The School:** Providing effective instruction and a positive, supportive learning environment.
- **The Parent:** Supporting their child's learning by staying informed, monitoring progress, and fostering good habits.
- **The Student:** Taking ownership of their learning by attending school regularly, completing assignments, and asking for help when needed.

NOTICE TO PARENTS:

Right to Review Teacher Qualifications

To: ALL PARENTS

From: Wood County Schools

Date: August 15, 2026

As a parent of a student at a Wood County School, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether West Virginia Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether West Virginia Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please contact the Wood County Schools Human Resources Department at:

Wood County Schools Human Resources Department

1210 13th Street

Parkersburg, WV 26101

(304) 420.9670 ext. 153

FM (304) 420.9033

West Virginia Department of Education
Office of Federal Programs
Title I

Procedures for the Investigation and Resolution of Complaints

Applicability

An individual or other eligible entity may submit a complaint to the West Virginia Department of Education (WVDE) under these procedures with regard to any of the following ESEA programs:

- Title I, Part A: Improving Basic Programs Operated by local educational agencies
- Title I Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

Purpose

This document addresses the requirements of 20 USC §7844 and 20 USC §7883 for resolving complaints applicable to the federal programs identified above. A complaint may be submitted by any individual, group of individuals or organization, in-state or out-of-state, who alleges that a federal or state law, rule, or regulation has been violated by a local educational agency (LEA) or the WVDE. All complaints will be directed to, and reviewed by the Executive Director of the WVDE Office of Federal Programs. The procedures set forth below will be used by the WVDE to investigate and resolve any complaint by an individual or organization.

Definitions

"Complaint" shall be defined as a signed, written statement by an individual, group of individuals or organization which alleges that a local educational agency or the state educational agency has violated a requirement of federal law that applies to *No Child Left Behind Act of 2001* (P.L. 107-110). The statement of complaint must identify the alleged violations of the law and include pertinent facts upon which the allegation is based. The complaint must allege a violation that occurred not more than 90 working days prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing. Written complaint statements must contain original signatures. Complaints that have been received via facsimile or email will not be accepted, as the document does not provide an original signature. If a complaint is filed on behalf of a student by an individual who is not the parent or legal guardian of the student, WVDE shall provide the complainant an opportunity to obtain parent/guardian release of information. Upon receipt of a signed, parental consent for release of information, the non-parent complainant will be entitled to a copy of the letter of findings upon the conclusion of the complaint investigation.

"Complainant" shall be defined as public agencies, teachers, administrators, parents, or other individuals and organizations. West Virginia Department of Education will not accept nor investigate allegations or violations from anonymous sources.

Timelines

West Virginia Department of Education, Office of Federal Programs shall investigate and resolve any written complaint within **sixty (60) business days from the date the complaint is received** unless "exceptional circumstances" justify an extension of the time limit. For the purposes of these procedures, the term "exceptional circumstances" means circumstances related to school closings, the volume of information/documentation submitted for review, the complexity of the issues, or the need for legal consultation. The amount of time to be granted for an exceptional circumstance shall be determined on an individual case basis. The district and

complainant will be notified in writing of the time of the extension and the basis for the WVDE decision. Timelines shall not be extended for refusal or failure by the public agency to cooperate with the complaint investigation.

Procedures for Complaints Filed Regarding the Local Educational Agency

+ Should the SEA receive a complaint regarding a school and/or district issue, the complainant will first be asked if this complaint has been addressed at the LEA level. If not, the complainant will be referred to the respective school principal and LEA Title I director. The LEA will investigate and respond to the complaint in accordance with district policy and/or procedures. Therefore, complaints that originated at the local level shall not be filed with the West Virginia Department of Education until every effort has been made to resolve the issue through local complaint procedures. In the event that the complaint is not resolved at the local level, the complainant