

Title I Reading Parent Handbook



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What is Title I?

Title I Program Information

Title I is a federal program that provides additional math and/or reading instruction. The students who qualify are **not** learning disabled. They just need extra help with math or reading.

What are the goals of Title I?

The Title I program strives to provide an environment that:

- a. Promotes a positive attitude toward reading
- b. Improves student achievement in reading/writing
- c. Builds students' self-esteem and confidence
- d. Enables parents to be math and reading partners with their child

How does my child qualify for Title I?

Several different criteria are used to qualify a student. Although standardized test scores must be used for students in third and fourth grades, other criteria are used in addition. Teacher recommendations, parent recommendations, student screening information and other current student data are used to determine eligibility for Title I services.

Will my child always be in the program?

No. We work closely with the classroom teacher to monitor student progress. When a student's reading achievement reaches their appropriate grade level, the student is dropped from the program if the Title I teachers and the classroom teacher feel the student no longer needs the extra support.

What does 'Push-in' and 'Pull-out' mean?

Some students are served through our push-in program. This means the student does not leave the classroom. Instead, a Title I teacher or Title I Para comes into the regular classroom and works with students there. However, students with a greater need are served through a pull-out program. In the pull-out program, the student comes to the Title I room

each day for additional instruction in reading. The student may come individually or with a small group of students.

How does Title I benefit my child?

First of all, the Title I personnel provide more intensive additional instruction to students who need it. This gives the students more individualized instruction. Secondly, the Title I program has many supplies and resources for Title I students to use. For example, Title I classrooms have computers, reading manipulatives and games. Most importantly, Title I students experience success in the Title I program which increases self-esteem and motivation.

Title I Personnel Information Parents Right to Know

At the beginning of each school year, a participating school district must notify the parents/guardians of each student attending a building that receives Title I funds that the parents/guardians may request, and the district will provide in a timely manner, information regarding the professional qualifications of their child's classroom teachers.

Qualifications of Title I Teachers

Beginning with the 2014-2015 school year, each district must ensure that all teachers are highly qualified. Staff qualifications for Title I are as follows:

- All Title I teachers must have a baccalaureate degree and a Missouri teacher's certificate for the grade level(s) to which assigned
- Title I reading teachers must have Reading Specialist certification or a Master's Degree in Reading
- Language arts teachers, or those providing tutoring, must have appropriate grade level certification

Qualifications of Title I Paraprofessionals

Districts are encouraged to continue the requirement that all paraprofessionals newly hired have a minimum of 60 semester hours of college credit with a certified transcript on file; however, they may hire someone without the 60 hours who has taken and passed the ParaPro Assessment.

All Tina-Avalon R-II School District Title I Employees meet or exceed the above listed federal requirements.

Who are the Title I Personnel?

Mrs. Cindy O'Neal, Preschool

Mrs. Rene Trussell, Title 1 Reading

Mrs. Candi Keown, Paraprofessional

Ms. Julie Freeman, Paraprofessional

Mrs. Tammy Sykes, Paraprofessional

Reading Ideas

1. Have your child read every day and make it fun! Reading related activities should never be used as punishment.
2. Show interest in your child's reading. Help them select appropriate reading material (but respect your child's reading choices within the bounds of reason).
3. Make sure your child sees you enjoying a wide variety of reading materials such as newspapers, books, magazines, etc.
4. Check your child's comprehension of the story by asking questions.

a. Fact questions: What were the characters' names?

Where did the story take place?

b. Sequence questions: What came first, second, etc. in the story?

c. Critical questions: How did you like the story?

What do you think happened after the story ended?

Would you have liked to be one of the characters in the story? Why?

1. Encourage your child to ask questions about the reading they are doing.
2. Give your child opportunities to read many different kinds of print: grocery lists, road signs, restaurant menus, maps, etc.
3. Encourage word-play activities such as rhyming words, words that begin or end the same, words that mean the same or opposite, words that fit in the same categories, etc.
4. Go to the library. Let your child participate in the Summer Reading Program at the Carrollton or Chillicothe Libraries.
5. Make a special effort to praise your child for improvement no matter how small the gain. (Each individual has unique abilities and interests.)
6. Read aloud to your child each day even if they are able to read themselves. (You can select materials which interest them but are written at a slightly higher reading level than they are currently reading.)



PARENT – STUDENT – TEACHER COMPACT

Tina-Avalon R-II School Title I Program, Grades K - 4

Student Name _____

Title I Reading

The Tina-Avalon R-II School District is committed to providing each student in the district the opportunity to achieve the highest level of success. We believe this can only be accomplished through a partnership between the school, parents, and students. We invite you to join us by signing the following compact. Please return it to your child's Title I teacher as soon as possible.

PARENT/GUARDIAN - I will do my personal best to:

- Supervise the completion of my child's homework.**
- Attend at least one parent-teacher conference for each child.**
- Read with and practice reading skills with my child daily.**
- Insure that my child maintains regular and punctual attendance.**
- Attend scheduled Title I Parent meetings.**
- Volunteer as a classroom helper (if possible).**

Please write suggestions below. Are there special skills or activities that you can share that will enhance learning?

NAME _____ **DATE** _____

STUDENT - I will do my personal best to:

- Return my homework completed and on time.
- Follow school and classroom rules.

NAME _____ **DATE** _____

TEACHER – I will do my personal best to:

- Provide a safe and caring environment in which your child will learn to be responsible for her/his behavior and learning.
- Follow the curriculum as stated in the District Curriculum Guides.
- Take into account individual strengths in students.
- Keep you informed of your student's progress on a regular basis.
- Schedule parent/teacher conferences when appropriate.
- Attend school functions.
- Teach all levels of ability.
- Assign necessary work/homework for mastery of skills.
- Help your child learn and follow school and classroom rules.

TEACHER_____ **DATE**_____

TITLE I READING: K-4

Tina-Avalon Elementary School

Tina, Missouri 64682 (660) 622-4211

Date:

Dear Parents or Guardians of _____,

Your child has been selected to participate in the Title I Reading Program. Title I is a federally funded program for children needing extra support in reading. Our district uses Multiple Criteria (more than one source) to select students that will benefit from extra instruction from a specially trained reading teacher. The Title I Reading class will consist of twenty-minute small group lessons in the Reading Room and/or in the classroom.

The following sources are used at Tina-Avalon Elementary School to select students for Title I Reading:

- 1. * Classroom Teacher Recommendation
- 2. * Screening Results
- 3. * Title I Reading Teacher Screening Results (Macmillian Reading Series, Gates-Macginitie, Pathways to Reading, Scholastic Reading Inventory)

Your child has been recommended to receive help by the methods checked below:

X Title I Small Group (pull-out)

The reading teacher and classroom teacher work together to select a schedule that will best benefit your child’s learning. You can help at home by reading to and with your child on a regular basis.

Should you have questions or concerns, please call us at school or email me at rtrussell@tinaavalon.k12.mo.us.

Please sign and return this form to your child’s classroom teacher.

I, _____, have read this letter and the NCLB Complaint Procedures. I will allow my child to receive Title 1 services with Mrs. Trussell for the 2015-2016 school year.

Sincerely,

Rene Trussell, Title 1 Teacher

TITLE I READING: GRADES 1 – 2

TINA-AVALON SCHOOL

TINA, MISSOURI 64622

Date:

Dear Parents of _____,

Your child has been selected to participate in the Title I Reading Program. Title I is a federally funded program for children needing extra support in reading. Our district uses Multiple Criteria (more than one source) to select students that will benefit from extra instruction from a specially trained reading teacher and/or a Title I Paraprofessional. Title I Reading consists of daily thirty-minute small group lessons in the Reading Room and/or in the classroom.

The following sources are used at Tina-Avalon Elementary School to select students for Title I Reading:

1. * Classroom ranking from previous year
2. * Teacher recommendation
3. * Standardized Test scores from previous year
4. * Results from Reading Screening (Macmillian Reading Series, Gates- Macginitie, Pathways to Reading, Scholastic Reading Inventory)
5. Your child has been recommended to receive help by the methods checked below:

Title I Small Group (pull-out)

Title I Teacher in the classroom (push-in) Title I Para in the classroom

The reading teacher, paraprofessional, and classroom teacher work together to select a schedule that will benefit your child's learning. You can help at home by reading to, and with, your child on a regular basis.

Should you have questions or concerns, please call us at 660-4211.
Thank you,

Third and Fourth Grade Title I Reading

Tina-Avalon Elementary School

Date: _____

Dear Parents of _____,

Your child has been selected to participate in the Title I Reading Program. Title I is a federally funded program for children needing extra support in reading. Our district uses multiple criteria to select students that will benefit from extra instruction from a specially trained reading teacher and/or a Title I Paraprofessional. Title I Reading consists of small group lessons in the Reading Room or in the classroom. The following sources are used at Tina-Avalon Elementary School to select students for Title I Reading:

- ~Teacher recommendation
- ~ Classroom ranking from previous year

- ~ Standardized Test scores from previous year
- ~ Results from Reading Screening (Macmillian Reading Series, Gates-Macginitie, Pathways to Reading, Scholastic Reading Inventory)

The classroom teacher and myself will work together to select a schedule that will optimize your child's learning. Your child may receive supplemental reading instruction through small group or push-in instruction in the classroom. You can help at home also by reading to, and with, your child on a regular basis.

Should you have any questions or concerns, please contact me at (660) 622-4211.

Thank you,

TITLE I READING

Grades K – 4

TEACHER RECOMMENDATION WORKSHEET

DIRECTIONS: Please fill out one form for each student you recommend for Title I Reading services for the school year 2015-2016.

Return to Mrs. Trussell by_____.

NOTE: DO NOT fill out for students with Reading IEPs.

STUDENT

NAME:_____

GRADE: CLASSROOM TEACHER:_____

DATE:_____

Phonemic Awareness: Low Medium High (hearing phonemes)

Phonics: Low Medium High (seeing / using letter sounds)

Listening Comprehension: Low Medium High

Reading Comprehension: Low Medium High

Fluency: Low Medium High

Sight Word Vocabulary: Low Medium High

Listening/Speaking Vocabulary: Low Medium High ('beyond' sight words)

COMMENTS:

Missouri Department of Elementary & Secondary Education NCLB COMPLAINT PROCEDURES

The Federal No Child Left Behind Act of 2001 (NCLB), Title IX Part C. Sec. 9304(a)(3)(C) requires the Missouri Department of Elementary & Secondary Education (DESE) to adopt procedures for resolving complaints regarding operations of programs authorized under the Act, including Title I, Title II, Title III, Title IV (Part A), Title V, Title VI, and Title VII and Title IX, part C.

Who May File a Complaint

Any local education agency (LEA), consortium of LEAs, organization, parent, teacher, or member of the public may file a complaint.

Definition of a Complaint

There are both formal and informal complaint procedures.

A formal complaint must be a written, signed statement that includes:

1. an allegation that a federal statute or regulation applicable to the state educational agency (SEA) or a local education agency (LEA) program has been violated,
2. facts, including documentary evidence that supports the allegation, and
3. the specific requirement, statute, or regulation being violated.

Alternatives for Filing Complaints

It is federal and state intent that complaints are resolved at a level nearest the LEA as possible. As described below, formal complaints filed with the SEA will be forwarded to the appropriate LEA for investigation and resolution. Informal complaints made to the SEA will be subject of an initial investigation by the SEA, but will be forwarded to the LEA if a formal complaint evolves. Precise processes in both instances are described below.

Informal and Formal Complaints Received by the Local Education Agency

Informal and formal complaints filed with the LEA concerning NCLB program operations in that LEA are to be investigated and resolved by the LEA according to locally developed procedures, when at all possible. Such procedures will provide for:

1. disseminating procedures to the LEA school board,
2. central filing of procedures within the district,
3. addressing informal complaints in a prompt and courteous manner,
4. notifying the SEA within 15 days of receipt of written complaints,
5. timely investigating and processing of complaints within 30 days, with an additional 30 days if exceptional conditions exist,
6. disseminating complaint findings and resolutions to all parties to the complaint and the LEA school board. Such findings and resolutions also shall be available to parents, teachers and other members of the general public, provided by the LEA, free of charge, if requested, and
7. appealing to the Missouri Department of Elementary & Secondary Education within 15 days

Appeals to the Missouri Department of Elementary & Secondary Education will be processed according to the procedures outlined in sections below.

Informal Complaints Received by the SEA Office

Informal complaints (i.e., verbal and/or anonymous) to the SEA by individuals (who may ask not to be identified to the LEA) concerning program operations in an LEA will be investigated by the SEA, according to procedures deemed most appropriate by the SEA, within 10 days of receipt of the complaint. Findings of this investigation shall be reported to the complainant within 10 additional days. In the event that the complainant requests further investigation or a hearing, the complainant must file a signed written complaint. This formal complaint will be processed according to procedures outlined in sections below.

Formal Complaints Initially Received by the SEA Office

1. Record. Upon receipt of a written complaint, a record of the source and nature of the complaint, including the applicable program involved in the

complaint, statute violated and facts on which the complaint is based, will be initiated.

2. Notification of LEA. Within 15 days of receipt of the complaint, a written communication will notify the district superintendent and the district NCLB coordinator of the complaint filed with the SEA. Upon receipt of the communication, the LEA will initiate its complaint procedures as set forth above. If the complaint is that an LEA is not providing equitable services to private school children, it also will be filed with the U.S. Secretary of Education.
3. Report by LEA. Within 20 days of receipt of the complaint, the LEA will advise the SEA of the status of the complaint resolution proceedings and, at the end of 30 days, 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. A copy of this procedure also will be filed with the U.S. Secretary of Education, if it involves equity of services to private school children.
4. Verification. Within ten days of receipt of the written summary of a complaint resolution, the DESE office will verify the resolution of the complaint through an on-site visit, letter or telephone call(s). Verification will include direct contact with the complainant. If the complaint is about equity of services to private school children, the U.S. Secretary of Education shall also be given copies of all related communications.

Appeals

Appeal to the SEA

1. Record. Upon receipt of a written appeal to a complaint unresolved at the LEA level, a record of the source and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based, will be initiated.
2. Investigation. The SEA will initiate an investigation within 10 days, which will be concluded within 30 days from receipt of the appeal. Such investigation may include a site visit if the SEA determines that an on-site investigation is necessary. By stipulation of all concerned, this investigation may be continued beyond the 30-day limit.

3. Hearing. If required by the SEA, or formally requested by parties to the complaint, this investigation will include an evidentiary hearing(s) before an SEA Division Director acting as chairperson and designated staff personnel. Conduct of such hearings will follow the procedures outlined in state rules. The hearing proceedings shall be tape recorded and the recording preserved for preparation of any transcript required on appeal.

Decision

Within 10 days of conclusion of the investigation and/or evidentiary hearing(s), the SEA will render a decision detailing the reasons for its decision and transmitting this decision to the LEA, the complainant, and the district school board. Recommendations and details of the decision are to be implemented within 15 days of the decision being given to the LEA. This 15-day implementation period may be extended at the discretion of the SEA Division Director. The complainant or the LEA may appeal the decision of the SEA.

Formal LEA Complaints Against SEA

1. Record. The SEA will record the source, and nature of the complaint, including the applicable program involved in the complaint, statute violated and facts on which the complaint is based.
2. Decision. The SEA decision will be rendered within 15 days of the complaint receipt. The LEA will be promptly notified of the SEA's decision.
3. Appeal. The LEA may appeal the decision of the SEA to the SEA review board within 30 days of receipt of the decision. Procedures under the "Appeal to the State Agency Review Board" section will be followed.
4. Second Appeal. An applicant has the right to appeal the decision of the SEA Review Board to the U.S. Secretary of Education. The applicant shall file written notice of the appeal with the Secretary within 20 days after the applicant has been notified by the SEA of its decision.
5. Complaints against LEAs received from the U.S. Department of Education will be processed as though they had been received initially at the SEA.
6. A report of final disposition of the complaint will be filed with the U.S. Department of Education.

7. These procedures shall not prevent the SEA from partially or wholly interrupting funding of any LEA IASA program or taking any other action it deems appropriate.

Procedure Dissemination

8. This procedure will be disseminated to all interested parties through the agency webpage at <http://dese.mo.gov> and to subscribers to the Federal Programs listserv.
9. This guidance will be distributed through regional and statewide meetings with Federal Programs Coordinators. LEAs are asked to incorporate the elements of the complaint procedure into their own policies and procedures.
10. DESE will also keep records of any complaints filed through this policy.

Complaints Against LEAs Received from the United States Department of Education

Rev. 9/6/07