

# **Title I Parent Handbook Papillion-La Vista Public Schools**

## **Introduction**

Title I is a federally funded educationally designed program to provide opportunities for students to acquire skills to meet the State's and District's standards through improvement in teaching and learning. It promotes home-school partnerships in order to address the wide range of student needs. The Papillion-La Vista Public Schools' Title I program provides reading/language arts and math instruction at the elementary level in five buildings.

This handbook is designed to provide information and direction for the operation of the program. As federal rules and regulations change, modifications in the local operational procedures will be necessary.

## **District's Mission Statement**

In cooperation with family and community, the mission of the Papillion-La Vista School District is to prepare all students to be productive responsible citizens in a changing society through superior educational programs in a safe and supportive environment.

## **Governing Beliefs**

- Our District's purpose is to ensure academic learning in an equitable manner while offering a variety of extracurricular opportunities.
- Our schools will provide a student-centered environment which is safe, supportive and nurturing.
- Our schools' effectiveness is maximized when students, family, staff, and community share in the vision and actively participate in the educational process.
- Our schools have the primary role in managing the educational variables necessary for learning.
- All students will obtain knowledge and skills which will enable them to be contributing, responsible members of society.
- All students can learn when their unique needs are met.
- All students will be challenged to meet high standards.
- All students will be provided the resources needed to learn.
- Education is a lifelong process.

## **Title I Program Goals**

1. To determine the specific reading/language arts and/or math deficiencies of each student and develop an individualized program to improve the deficient skills.
2. To provide opportunities for all Title I students to experience success in both the classroom and the Title I program.
3. To motivate and engage students with a variety of quality materials and research-based, teacher-directed strategies.
4. To provide quality, intentional instruction that will allow students to learn and apply:
  - a. reading skills and strategies to comprehend text;
  - b. writing skills and strategies to communicate;
  - c. speaking and listening skills and strategies to communicate;
  - d. and identify, locate, and evaluate information.
5. The purpose of math instruction is:
  - a. Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines;
  - b. Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines;
  - c. Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines;
  - d. Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
6. To provide an evidence or research-based intervention to supplement classroom instruction that will enhance student knowledge of how to read for understanding.

## **Title I Educational Program**

Papillion-La Vista Public Schools provide the federal program of Title I at five elementary buildings: G. Stanley Hall, La Vista West, Golden Hills, Parkview Heights, and Carriage Hill. The services that have been found to be in most need have been the reading/language arts and math services. The district promotes intervention at the earliest level and has concluded that the primary years are the most beneficial years to provide services; but services will focus on the students with the greatest need. The district has selected the researched

based strategy of *Reading Recovery* as a means to provide effective instruction to students in the 1<sup>st</sup> grade found to be in the most need of remediation in the area of language arts. The district has selected the Leveled Literacy Intervention by Fountas and Pinnell for Kindergarten through 2<sup>nd</sup> grade Title 1 student intervention and SOAR to Success for 3<sup>rd</sup> – 6<sup>th</sup> grade students. An intervention list has been developed to assist teachers in matching the intervention to the student's need.

The Title I program consists of direct services to 1<sup>st</sup> graders through the *Reading Recovery* model. Small group, pull out services for students in Kindergarten through 2<sup>nd</sup> grade, and depending on the needs of the building, Kindergarten through 6<sup>th</sup> grade are based on need as determined by the Title I Needs Assessment, are also provided. Parental involvement activities are a component of the program and include: take-home student books, reading logs, and site-based parent involvement activities.

### **Parent Involvement Policy**

Parental involvement is a vital part of Title I programs. The federal government requires that a district have a written policy on parental involvement for Title I programs.

Papillion-La Vista Public Schools' parental involvement policy states:

The school district will involve parents in federally funded programs that affect their children's progress:

- Parents have the right to participate in developing educational programs supported through federal funds. Parents will have the opportunity to be informed about, and comment on such programs.
- Parents will be encouraged to participate in home-based activities that may affect their child's progress.
- Parents are provided opportunities for training to help them work with their children at home, to the extent possible.
- Parents are encouraged to discuss their child's progress in the school curriculum.
- Parents are provided with assistance in understanding state/federal program goals and how these relate to the No Child Left Behind Act of 2002.

**Papillion-La Vista Public Schools parental involvement goals are:**

1. To encourage and include parental input in planning, design, and implementation of the Title I program.
2. To notify parents that their child qualifies and is eligible to participate in Title I services.
3. To communicate to parents on the progress of their child.
4. To conduct an annual Parent Involvement Meeting to discuss evaluation results, eligibility requirements, program design and to provide parents with ideas and materials for working with their child.
5. To conduct other meetings or other means of communication, as necessary, to disseminate information about the Title I program and parent-student working ideas, strategies, and materials and to gather parent ideas to improve the Title I program.
6. To be available at Parent-Teacher Conference times.
7. To develop and use a School-Parent-Child compact for the purpose of all involved in child's education to make a commitment of shared responsibilities in the child's education.

It is the procedure that parents of all participating children shall be given the opportunity to provide input into the planning and implementation of the Title I program, at any time throughout the year, and at an annual meeting held at the school their child attends.

Written notices shall be sent to each Title I student's parents informing them of the time, place, and purpose of the meeting. At the meeting the school staff shall explain: (1) the nature and purpose of the program, (2) the needs assessment procedure and results, (3) program evaluation, and (4) parental involvement programs.

At the building level, parents of participating children will be given a variety of opportunities to be involved in their child's progress and will be informed of the Title I program. The parents will be informed of the reasons their child is in the program, the objectives of the program, and the methods being used to help their child succeed in the regular classroom. A variety of opportunities, such as newsletters and parent visits will be available for parents so they can receive ideas, activities, and training to work at home with their children. All parents are encouraged to visit and observe their children in the Title I program activities.

Once a child has been identified in need of Title I services, a copy of the School-Parent-Child compact is given to the parents and child to sign, agreeing to their willingness to take an active part in the education of the child.

Parents will receive a timely response to any recommendations regarding the planning, design, and implementation of the program and their child's involvement in it. All parent communications will be in a language that is understandable to them.

## **Selection and Identification of Students: Student Needs Assessment**

Title I regulations require the district to conduct an annual assessment of education needs which identifies students that are not performing on grade level. It is through the Needs Assessment that the district decides which students will receive Title I services. The regulations require that students who have the greatest needs to be identified and served first. The Needs Assessment is conducted at the end of each school year for the upcoming 1<sup>st</sup> grade through 6<sup>th</sup> grade in reading/language arts. Kindergarten students are identified in the fall after assessments have been completed.

Currently the district conducts the Needs Assessment (Math and Language Arts) in the spring collaboratively with classroom teachers and Title I teachers. The Needs Assessment is made up of a rating sheet based on the following: student performance on district Common Summative Assessments, Guided Reading Levels, NeSA results, and the classroom teacher's ranking. Eligibility is determined by those showing the greatest need based on the criteria listed above. Students who will be served are those students that are identified as "at risk for failing". All students are served in a small group, pull-out program which occurs either during the school day, outside of the school day, or in their home. Neglected/delinquent, homeless, and former Head Start students are automatically eligible to participate. Students who fail to meet eligibility criteria can be retested, as long as the same consideration is given to all students in the building.

The Observation Survey is used to identify students in first grade for *Reading Recovery*. Students identified as performing lower than 80% of their peers are identified as needing services. *Reading Recovery* is a one-on-one pull out program.

### **Reassessment**

A reassessment may be conducted for any student who did not meet the Title I criteria for eligibility/participation during the previous year, who moved in or who has tested out of the program and experienced a significant, documented decline in academic performance that would justify a reassessment. In order to reassess a student, a parent must be contacted and permission, either written or documented orally, must be on file and the same standard criteria must be applied to the student.

### **Parent Permission and Classroom Coordination**

After the Needs Assessment has identified the students who are eligible and with greatest need for services the parents are notified. At the beginning of each school year, the Title I teacher contacts the parents of eligible children through a letter, phone call, or conference explaining the program and notifying the parents that their child will be receiving Title I services. A Title I Parent Handbook is also given to parents.

Title I teachers will indicate the intervention the child will be receiving. To assure coordination of efforts, the classroom teacher and Title I teacher collaborate in selecting the students in need of services, discuss strengths and concerns of each student, share teaching strategies and methods, and communicate progress.

Intervention effectiveness is measured through classroom-based, and/or district based assessments. The interventions are focused on specific student deficits as identified using the same assessments.

### **Scheduling**

Scheduling students for Title I instruction will be done in one of two ways: a pull-out program that takes students individually or in small groups out of the classroom for additional instruction, approximately 100-150 minutes a week with a Title I teacher, or indirect services through parental involvement activities.

The Title I program is supplementary to the regular instruction provided in the student's classroom, so the student will not be removed from the classroom when reading or math instruction is in progress. Care is given to ensure that the students are pulled out at the most appropriate time.

### **Annual Performance Assessment / Program Evaluation**

An annual performance assessment is done at the end of each school year to determine *Adequate Yearly Progress* and the need for improvement. The assessment now examines the performance of specified grades to determine if all children are attaining at least a proficient level of mastery of the content standards established by the district. The annual performance review is embedded within the Continuous Improvement Process (CIP) at the building and district level.

### **Reporting to Parents**

Title I personnel will maintain on-going communications with parents of students served in the Title I program. Title I teachers are available during parent-teacher conferences and at other times, as needed. Other informational letters may be sent home as deemed necessary by the Title I teacher. Telephone calls or e-

mails to parents occur if a need arises. Parents should feel free to contact the Title I teacher at any time.

Since Title I Language Arts and Math is supplemental and supportive to the regular classroom program, the regular classroom teacher should consider the student's progress in Title I when determining the student's report card grade.

### **Graduating a Student from the Program**

The main factors in determining release completion from the Title I program are:

1. Satisfactory classroom performance.
2. Satisfactory performance in Title I class.
3. Attainment of grade level skills.

A student who meets one of the above criteria may be removed from the program after the decision is communicated to the student's parent. Parent approval is not required.

Ongoing monitoring of a student's progress with the intent of releasing them from the program when they have shown sufficient progress to succeed in the classroom is the role of the classroom teacher and the Title I teacher. *Reading Recovery* is a 14-20 week program for students. Students who "discontinue" by attaining grade level skills are monitored and may qualify for Title I the following year.

A student removed from the program prior to annual program evaluation testing will still be included in the annual performance assessments and review of results.

### **Title I Application**

The Title I application is prepared and submitted to the Nebraska Department of Education in the spring. This document contains the program plan, budget, and Statement of Assurance for the district's Title I program.

### **Comparability Policy**

It is the policy of the Papillion-La Vista School District to allocate district personnel, curriculum materials, and instructional supplies among the attendance centers on a comparable basis. To this extent, the District shall strive to maintain a balance of personnel, curriculum materials, and instructional supplies among attendance centers. Current targeted attendance centers which meet the federal guidelines for Title I program participation are: La Vista West Elementary,

Parkview Heights Elementary, G. Stanley Hall Elementary, Golden Hills Elementary, and Carriage Hill Elementary.

### **Complaint Procedures**

The school district has procedures for receiving, investigating, and resolving complaints. These procedures apply to any federal program that the district maintains. Please contact the building principal directly if you have a complaint.

The Nebraska Department of Education has also developed a complaint procedure to receive and resolve any complaint from an organization or individual that the Department of Education or any school district, agency or group of agencies that receives a grant is violating a federal statute or regulation that applies to the federal program. A description of this procedure is available on the Nebraska Department of Education web page: <http://www/nde.state.ne.us>.