

## **Title I Reading**

### **TITLE ONE PARENT INVOLVEMENT POLICY**

The Title I Parent Involvement section of the No Child Left Behind Act (NCLB) requires each title I school to develop a written parental involvement policy that describes the means for carrying out the requirements of Section 1118.

1. There shall be an annual meeting to inform parents of the Title I program, the requirements of the program and their right to be involved in the planning, review, and improvement of the Title I program, including the Parent Involvement Policy.
2. Additional meetings will be held regularly, such as parent-teacher conferences, at the request of parents. These shall be scheduled at various times of the day. This will give parents more opportunities to participate in the education of their children.
3. Title I funds may be used to pay reasonable and necessary expenses associated with parent involvement activities if available.
4. As soon as a child qualifies for the Title I program, parents will be sent a letter and/or given a phone call explaining the program.
5. Parents will be provided with information about the curriculum, i.e., standards and benchmarks, in use, forms of assessment used, and the proficiency levels students are expected to meet. This will include ways how parents can monitor their children's progress and work with teachers to help their children improve their achievement. School materials may be provided to parents to assist them in this.
6. A *Parent-Student-Teacher Agreement* has been jointly developed with parents, and it outlines how parents, students and teachers will share in the responsibility for improved student achievement. The last page of this handbook is the *Parent-Student-Teacher Agreement*.

### **TITLE ONE PROGRAM OBJECTIVES**

The objectives of the Lo-Ma Title I program are:

#### **Reading**

1. To improve a child's self-image.
2. To promote and develop interest in reading for each child.
3. To raise the reading level of each student so that their achievement level will be raised in all academic areas.

4. All instruction will be designed to meet the needs of each student through small group or individual instruction.

### **Math**

We no longer offer a Title I Math program.

### **TITLE ONE STUDENT ELIGIBILITY**

A student's eligibility for Title I is based on teacher referral. Referrals can be made at anytime during the year. These are the standards for referral:

1. A student is below grade level on the TIER FAST universal screening in reading.
2. A student is below the 41st national percentile on the Iowa Assessments.
3. A student is reading below grade level on the Fountas & Pinnell Benchmark Assessment for reading.
4. A student is below the average in reading achievement in the regular classroom.
5. For K-2, teacher judgment and parental input is also considered.

### **TITLE ONE READING AND MATH PROGRAM FAQ**

Our special services program at Lo-Ma is financed primarily by the federal government through their Title One program which originally began in 1966. The program is administered according to the rules set down in the state and federal Title I guidelines. Some of the most common questions asked about our program are as follows:

1. *Who is the coordinator of the program?*

Mr. Tom Ridder serves as the Title I Coordinator.

2. *Who are the Title I teachers?*

Mrs. Kris Michael – Reading Teacher

Mrs. Michael is a qualified Reading teacher who holds an Iowa K-8 Reading Endorsement. She also holds a B.S. degree in Elementary Education and an endorsement in Special Education.

3. *Do parents have a role in the program?*

Yes, you can and should attend parent-teacher conferences, open house, and the Title I Parent Meeting. You can show your child that you support the program.

You can use the materials sent to you which are designed to help your child at home.

*4. What is the Title I program?*

The Title I program is supplemental in that each child is also enrolled in a basal reading course in the regular classroom. The Title I groups are kept small and each child works on only the skills he or she needs. The child will be given a maximum of 30 minutes a day during which a variety of materials will be used to strengthen each specific weakness.

*5. Because my child is in the Title I program, is this an indication of low intelligence?*

Not necessarily; your child could just be having difficulty with certain areas in reading that can be remediated through small group or individualized instruction.

*6. What is Reading Recovery?*

Reading Recovery is a part of the Title I program. It is an intensive, individualized reading program designed for first grade students. Students who are selected for Reading Recovery will be in the program approximately 12-20 weeks.

*7. How will students' progress be measured?*

Title I students are assessed in the same ways that all other students are assessed. This includes regular classroom tests and assessments, NWEA (math), FAST, Fountas & Pinnell Benchmark Assessment for reading, and the Iowa Assessments.

*8. How long are students kept in the program?*

If a child shows improvement, meets the grade level requirements, and does not need the supplemental help of Title I any longer, the child may be discontinued from the program. The classroom teacher and the Title I teacher will discuss the matter and then make a decision. A letter will then be sent to the parents of any child who discontinues the program.

*9. Why doesn't Logan-Magnolia Schools offer Title I Math anymore?*

Our Title I funding has continued to be cut over the years while our costs have risen. When our previous Title I Math teacher left the district a decision was made not to replace him since we were not receiving enough funding for both reading and math.

## **TITLE ONE PROGRAM EVALUATION**

The Title I program will be evaluated on an annual basis. The evaluation will be based upon information received from parents, general education teachers, Title I teachers, and student achievement results.

\*The Logan-Magnolia Community School will notify the parents of students participating in the Title I Reading program in the event that their child is being taught by a non-highly qualified substitute teacher for four or more consecutive weeks.