

Slate Valley Unified Union School District

Title I Handbook



# Title 1 Handbook

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## 1. Introduction

The purpose of this handbook is to provide guidance for all of those involved with the Slate Valley Unified Union School District (SVUUSD) Title I Program. This includes students, parents, teachers, administrators and anyone else directly or indirectly involved with the program. The following sections of the handbook were designed to provide basic directions for the program and answers to frequently asked questions. If further information is needed, please feel free to contact one of the following:

1. The Interventionist at your local school
2. Your local school administrator

## 2. Program Definition & State Resource

Title I is one of the nation's oldest and largest federal programs supporting elementary and secondary education. More than 90 percent of the school systems in the United States receive some sort of Title I funding.

Through Title I, the federal government disburses money to school districts based on the number of low-income children, ages 5 - 17, in each district as determined by census data. Each district uses its Title I money to supplement and improve regular education programs in order to help students meet state standards.-[Title I, Part A Vermont Agency of Education](#)

The Vermont Department of Education contact person for The Title I area is [Jesse Roy](#).

## 3. Program Philosophy

The SVUUSD Title I program will serve students in all of our K-8 schools. Students can participate in supplemental instruction in reading, writing, math, and science. This supplemental instruction **does not supplant direct instruction by the classroom teacher**. As well, Title I money is used to support student's personal interests in our proficiency-based system of education in SVUUSD.

## 4. Program Goals

1. The Title I program will provide supplemental instruction in reading, writing, math, and science to meet the state's challenging student academic standards.
2. The Interventionist will work closely with the classroom teacher to develop a program of support for each student who participates.
3. The Interventionist will make sure that a written progress report is provided for the classroom teacher for each student each grading period.
4. The Interventionist will maintain a weekly summary of instruction for each group that he/she works with.
5. The Interventionist may assist with yearly updates of the [Home-School Compact](#).
6. The Interventionist will participate in meetings with parents throughout the year.
7. The Interventionist will be aware of state and federal requirements for the operation and reporting of the program and make sure that the daily operation and reporting are consistent with state and federal requirements.

## 5. Program Framework

### Instruction

1. Interventionists will provide supplemental instruction but will not supplant direct instruction.
2. Interventionists may make use of a separate program, whenever possible, different from that being used in the classroom.
3. Interventionists may provide supplemental instruction either in the classroom with the classroom teacher or in a separate setting if appropriate.
4. Identified Title I students will not be removed from the classroom during core instruction including art, music, health and physical education.
5. Interventionists will make all possible efforts to differentiate instruction based on students' needs.

### Evaluation

1. The Interventionist will make sure that a written progress report is provided for the classroom teacher for each student each marking period.
2. Interventionists' caseloads will be flexible, adding students in when classroom measures show a need, and graduating students out when progress has been made.
3. Yearly evaluation of Title I student performance on local classroom assessments, locally chosen standardized tests as well as mandated state and federal tests. These evaluation will be turned into the Director of Curriculum, Instruction and Assessment at the end of the academic year.

## 6. Eligibility and Participation Guidelines

1. Eligible students are those identified by the school needing support to meet the state's challenging student academic standards as identified through one or more of the following: Fountas & Pinnell (F&P), Northwest Evaluation Association (NWEA), Smarter Balanced Assessment Consortium (SBAC), Vermont Science Assessment (VTSA), end of unit assessments, informal assessments as well as teacher observations and recommendations.
2. Students are eligible for supplemental instruction in reading, writing, math, and science.

## 7. School/Home Compact

The School/Home Compact will be updated each year and sent home each year. School/Home compact guidelines will be followed.

## 8. Interventionist Job Description

1. Interventionist will be a member of the EST team.
2. Interventionist will participate in the student eligibility process.
3. Interventionist will provide supplemental instruction to the student.

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4. Interventionist will not supplant direct classroom instruction.
5. The Interventionist will maintain a weekly summary of instruction (lesson plans) for each group that he/she works with.
6. The Interventionist will communicate progress of students, detailing proficiencies and indicators to the classroom teacher for each student before each grading period.
7. Interventionist will make sure that all required reports are provided for the state as required.
8. Interventionist will facilitate communications with classroom teachers regarding curriculum, instruction and student progress.
9. Interventionist will attend parent conferences involving Title 1 students.
10. Interventionist may recommend budgets to their immediate supervisor.

### **9. Reporting Requirements**

1. Title I Participation Report-State
2. Teacher Schedule
3. Provide Progress Report to classroom teacher at the midway, and end point of each grading period to the classroom teacher for each student receiving support from an Interventionist.

### **Appendix 1 – Checklist of responsibilities that all Title I paid staff must follow**

1. Participate in at least 1 Educational Activity Night (Open House).
2. Keep a Weekly Summary of Instruction delivered (lesson plans); this summary should be available for review.
3. Provide Progress Reports at the midway, and end point of each grading period to the classroom teacher of each student receiving Title I services.
4. Submit student roster to your direct supervisor by Sept 30<sup>th</sup> each year and notify coordinator of changes throughout the year.
5. Submit Teaching schedule to your direct supervisor by September 30th each year and notify him/her of changes throughout the year.
6. Submit Budget Requests to your direct supervisor, and Director of Curriculum if necessary, on an on-going basis.

**Appendix 1 – Student Progress Report**

**Title I Progress Report**

**School Year** \_\_\_\_\_

**Student name:**

**November:**

**Skills addressed (proficiencies/indicators assessed):**

**Comments:**

**January:**

**Skills addressed (proficiencies/indicators assessed):**

**Comments:**

**March:**

**Skills addressed (proficiencies/indicators assessed):**

**Comments:**

**June:**

**Skills addressed (proficiencies/indicators assessed):**

**Comments:**

**Appendix 2 – Weekly Progress report**

**Title One Weekly Summary**

**Week of:** \_\_\_\_\_

**Grade level:** \_\_\_\_\_

**Summary of skills covered:**

**Reading**

**Writing**

**Math**

**Science**

**Comments/Concerns:**



**Appendix 3 – Home/School Compact**

**HOME-SCHOOL COMPACT**

As required by Title I, Part A, the Home-School compact explains how parents, teachers, community members, and administrators plan to work together to make sure all students get the individual support they need to meet and exceed grade level expectations. In the cooperative interest of ensuring a positive partnership between our schools and community, we agree to support the following Home-School Compact.

The Faculty and Administration of Slate Valley Unified Union School District will:

- Treat all children and their parent/guardians with respect and dignity.
- Provide a caring and safe learning environment and be positive role models for their students.
- Initiate and maintain school to home communication.
- Provide regular progress reports regarding achievement in school.
- Insist upon high expectations for student learning.
- Design academic programs to meet a diversity of needs and learning styles in order to help each student achieve his/her goals.

The Parents/Guardians of Slate Valley Unified Union School District will:

- Make every effort to learn more about our schools and participate in their child’s education by attending activities such as parent conferences, open house and other events.
- Treat school personnel with respect and dignity.
- Support the school’s academic efforts at home.
- Guarantee regular attendance, promptness and readiness for school.
- Respect the academic calendar by minimizing appointments and family vacations during school time.
- Communicate with teachers and the school concerning their child’s progress.
- Send children to school ready to learn.

The students of Slate Valley Unified Union School District will:

- Follow ALL school-wide expectations.
- Follow the rules and guidelines outlined in the Student Handbook.

I understand and agree with this Home-School Compact and pledge to do everything in my power to adhere to the guidelines outlined in this document.

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Parent/Guardian	Student	Date
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Teacher	Principal	Date
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### Appendix 4 – Title I Parent Letter

Dear Parent/Guardian:

The Every Student Succeeds Act (ESSA) requires Title I schools to notify all parents of a school's status as a recipient of Title I funding from the Federal Government. You may access the [Vermont Agency of Education's website for more information on Title I](#).

In an effort to better engage students in learning and improve student performance, the Slate Valley Unified Union School District (SVUUSD) initiated systems and structures to personalize proficiency-based reading and math instruction to ensure that all students meet the expected reading and math learning standards. SVUUSD has protocols and procedures for continued monitoring of student progress, and will continue to deliver academic services to all students. In addition, Professional Development sessions focused on personalized proficiency-based learning, and best-practice reading and math strategies, will be offered to staff and school leaders as we collect and examine student outcomes.

Student performance in reading and math is measured using a number of different measures. All public schools in Vermont administer the Smarter Balanced Assessment Consortium (SBAC) during the spring of each school year in grades 3-9. Students are encouraged to participate in these assessments. Please note, that school accountability still requires 95% of students in each tested grade and subgroup participate in these tests. A variety of assessment results provide faculty and staff with valuable data and information used to guide instruction, give accurate measures of performance, and help provide students with the appropriate levels of support.

Please be assured that the administration and staff at each of Slate Valley's schools are highly qualified and committed to helping your child perform at his/her highest level of achievement. The educational progress of your child is of primary importance, and working together, we can ensure your child's success.

Thank you for your support and dedication to SVUUSD. We look forward to another positive and productive school year.

Please feel free to contact me with any questions or concerns.

Sincerely,

Casey O'Meara, Ed.D.  
Director of Curriculum, Instruction and Assessment  
Slate Valley Unified Union School District  
Fair Haven, VT 05743