

RSU/SAD #37

Title I Handbook



2023-2024

Title 1 Staff Meeting dates

Sept. 7 via Zoom, November 16 @ DWM, February 8 via Zoom, May 9 @ DWM

Title I Services

RSU/SAD #37 currently operates district-wide as a Title I targeted assistance model. Only students identified as Title 1 students using the following identification criteria may receive services under Every Student Succeeds Act (ESSA).

Criteria for Identification

1. Students not scoring proficient or above on state testing
2. Students not passing local assessments in reading and/or math
3. Students recommended for Title 1 assistance by the building Student Assistance Team (SAT)
4. Students recommended for assistance based on classroom performance
5. Students whose parents have identified student difficulties and have requested Title 1 assistance
6. Students must meet one of the above criteria to qualify for Title I Services

Educational Technician Responsibilities

1. Students identified will receive assistance from educational technicians in the identified area(s) of need (reading and/or math). Written parental/guardian permission needs to be obtained for students to receive support. Technicians are to send home permission forms (see page 11). Signed forms are to be kept in Title I student folders.
2. Educational technicians are responsible for keeping individual Title I student folders up to date and in order (see pages 9 & 10). They are also required to present a list of all Title I students to the building administrator following student identification and again in the spring.
3. Educational technicians will follow the guidelines established by the teacher for student support via the student goal sheet (see page 12).
4. Educational technicians will complete a parent report every quarter to be sent home with the report card (see page 13). Copies of these reports are to be filed in the cumulative and Title I student folders.
- 5. Educational technicians are responsible for providing data for the district's federal performance report (see page 20). This form must be approved and signed by the building principal and then forwarded to Title I Coordinator (Lorna Greene) by May 9.**
6. Educational technicians will plan and facilitate two family nights; one in the fall and the other in the spring. The purpose of these events is to inform families of Title I offerings and to gather their input, ideas and support for programming. Each school will have funds (amount to be determined) to help with these events. Any supplies or materials needed for family nights are to be printed on a requisition form and forwarded to the Title I Coordinator prior to the event.
7. Educational technicians will hand out Title 1 information flyers (see pages 21-24) and family surveys at fall and spring family nights (see page 19). Completed surveys are to be provided to the Title I Coordinator upon completion.

Additional Duties

Section 1115(d): A paraprofessional may assume limited duties that are assigned to similar personnel in the school who are not working in the Title I program. These additional duties should not create barriers for Title I staff or significantly impact their availability to provide the supplemental instruction to Title I identified students for which they were hired.

Certification of Time

All federally paid hourly staff members are required to submit a bi-weekly time sheet certifying the number of hours they spend working on allowable activities under the specific federal program (see page 14).

All fully paid federally funded staff will certify twice a year that they were paid 100% with federal funds and performed allowable program activities using the Semi-Annual Certification forms. (see pages 15 & 16)

All split funded staff will certify monthly the percentage of actual time spent performing each position or cost objective using a Personnel Activity Report to ensure that payroll will align.

Family Engagement

The family engagement procedure must be instituted in each of the buildings providing Title I services. This procedure will be included in the school handbook as will school board policy regarding Title I Services. Handbooks are sent home to all parents/guardians at the beginning of the school year (see pg. 4).

Home-School Compacts

A copy of the compact is in the school handbook and distributed to parents of Title I students (see pages 5&6).

Homeless Notification

Notification about services for homeless students will be sent home to parents via the student handbook (see page 17).

FERPA

The full text of the FERPA statement is provided to parents via the student handbook (see page 7).

HQT NOTIFICATION

At the beginning of each school year parents must be informed about their legal right to ask about teacher qualifications (see page 18).

Parents will also be notified if a teacher who is not HQT teaches their child for four or more weeks (see page 19).

FAMILY ENGAGEMENT POLICY (updated 8-17-20)
(included in handbooks and handed to parents at family nights)

The DWM, HES, MES & Narraguagus Junior High schools will:

1. Involve family in the planning, review, and improvement of the school's family involvement policy, in an organized, ongoing and timely way. The school will have at least two Title I family nights each school year. These events will revolve around reading and math activities and strategies that support, encourage and enhance student learning.
2. Hold an annual Title I meeting following the annual School Open House to inform families of the school's participation in Title 1 and explain the requirements of Title 1 and the right of families to be involved in Title 1 programs. The school will offer a flexible number of additional family involvement meetings during parent/teacher conferences, following award's ceremonies or at other flexible times so that as many families as possible are able to attend. The school will invite to these meetings, via letters and notices, all families of children participating in Title 1 and will encourage them to attend.
3. Provide information to families of Title 1 students in an understandable and uniform format, including alternative formats upon the request of families with disabilities, and to the extent practicable, in a language the families can understand.
4. Provide to families of Title 1 students information in a timely manner about Title 1 programs that may include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress and the proficiency levels students are expected to achieve. This information will be in the student handbook, sent home to Title I students' families and available at the school.
5. On the request of families, provide additional opportunities for meetings for families to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible. Families will have an opportunity to meet with staff during November and April conferences. Families will be provided with an annual survey in order to gather feedback regarding our Title I programming.
6. Provide to each family a quarterly individual student report about the performance of their child in math, language arts and reading.
7. Provide each family timely notice when their child has been assigned or has been for four or more consecutive weeks instructed by a teacher who is not highly qualified within the meaning of the term under Title 1 regulations.

HOME-SCHOOL COMPACT

(included in student handbooks, handed to parents at family nights and sent home with students)

The Daniel W. Merritt, Harrington Elementary, Milbridge Elementary, Narraguagus Junior High Schools and the families of the students participating in activities, services and programs funded by Title 1 of the Elementary and Secondary Education Act agree that this compact outlines how the families, the schools and the students will share the responsibility for improved student academic achievement and the means by which the schools and families will build and develop a partnership that will help children achieve Maine's high standards.

School Responsibilities

DWM, HES, MES and NJSHS will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet Maine's student achievement standards as follows:
 - a. By defining essential learnings with district assessments based on the Common Core Standards;
 - b. By selecting curriculum that closely aligns with the Common Core Standards;
 - c. By using Best Practice strategies in the implementation of the curriculum;
 - d. By participating in Professional Learning Communities to provide on-going professional support for teaching; and
 - e. By supporting students in achieving behaviors that promote learning for all.
2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement.
 - a. Conferences will be held at the end of the first and third ranking periods. Generally, these conferences are held in November and April.
3. Provide families with frequent reports on their children's progress.
 - a. Quarterly student progress reports will be sent home. Other contacts may be provided through email notices, notes home, and parent contact before or after school or by phone.
4. Provide families with reasonable access to staff.
 - a. Families may expect that a teacher or other staff will respond within a reasonable length of time, usually within the week, at a parent request for a meeting.
5. Provide families opportunities to volunteer and participate in their child's class and to observe classroom activities.

- a. Monthly notification of upcoming events will be provided by newsletter or school calendar. Families are encouraged to participate. Families may request a time and date to observe classroom activities.

Family Responsibilities

We, as families, will support our children's learning in the following ways:

1. We ensure that our children arrive at school on time and ready to learn.
2. We will schedule meetings, doctors' appointments, family vacations and family events so as not to interfere with the academic year.
3. We will monitor our children's homework and provide them with an environment that is not distracting in which to do it.
4. We will encourage our children to read.
5. We will encourage our children's curiosity and interest in the world.
6. We will limit television viewing, computer games, and internet use to reasonable amounts (recommended by American Pediatric Association-an hour a day).
7. We will volunteer in school as much as is practical.
8. We will support our children's participation in school related activities.
9. We will take an active role in promoting the best interests of our children.
10. We will make academic decisions based on academic recommendations and the best interests of our students.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve Maine's high standards by:

1. We will take responsibility for our learning and ask for assistance when we need help.
2. We will complete assignments, including homework, in a timely manner.
3. We will do our homework and read nightly.
4. We will give to our families and other responsible adults all notices and notes sent home from school.
5. We will follow the rules and expectations of the school to improve the atmosphere for all learners.

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act affords parents and students over 18 years of age certain rights with respect to the student's educational records. They are:

1. The right to inspect and review the student's records within 45 days of the day MSAD#37 receives a request for access.

Parents or eligible student should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask MSAD#37 to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If MSAD #37 decides not to amend the record as requested by the parent or eligible student, MSAD #37 will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate education educational interests. A school official is a person employed by the school unit as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school unit has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, MSAD #37 discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

MSAD #37 may make public at its discretion personally identifiable information from the education records of a student without parental consent if the information has been designated as directory information by the school. Directory information includes the student's participation in officially recognized activities and sports, weight and height of athletes, honors and awards received, and other information would not generally be considered harmful or an invasion of privacy if disclosed.

Such information will not be disclosed if the parent of the student informs the school unit in writing by July 1 for the upcoming school year or within 30 days after enrollment, whichever is later, that such information is not be designated as directory information with respect to that student.

4. The right to file a complaint with the U. S. Department of Education concerning alleged failures by MSAD #37 to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U. S. Department of Education
400 Maryland Avenue, S. W.
Washington, DC 20202-4605

Guidelines for Title I Student Folders
as of 7-19-23

Educational technicians are responsible for keeping individual Title I student folders up to date and in order. Folders will contain the following:

1. Title I student worksheet
2. Copy of student identification letter that was sent home
3. Student identification letter signed by parent/guardian
4. Student goal sheets
5. Quarterly student progress reports
6. Copies of 2 local assessments or inventory tests in areas of identification (reading and/or math)
7. Copy of the Home - School Compact

RSU/SAD #37

Title I Student Worksheet

Student _____ Grade _____

Title I Staff _____

Area of Service (circle one or both)
 Type of Service (circle one or both)
 Amount of time (circle one)

Reading
 Group
 1 – 2 times week

Math
 Individual
 3-5 times week

Action	Date
Student Identification Letter sent home to parent/guardian	Sent: Received back with signature:
Copy of Home-School Compact is in folder	
Student goal sheet is filled out and in folder (updated as needed)	
Copies of 2 local assessments or inventory tests are in folder (in area/areas of identification)	
Progress Report sent home Quarter 1	
Progress Report sent home Quarter 2	
Progress Report sent home Quarter 3	
Progress Report sent home Quarter 4	

Family contact / concerns:

Staff comments:

updated 7-19-23

Title I Services Student Identification Letter
RSU/MSAD 37

Date: _____

Dear Families,

Each year we review student progress and needs. Based on standardized test scores, local assessments, classroom performance and teacher and/or parent input we have determined that _____ would benefit from additional support in Language Arts and/or Math.

One of our educational technicians will provide supplemental support under the supervision of the classroom teacher. These services will be provided as needed. You will receive a quarterly report on your student's progress during this time.

If you wish to discuss your student's needs prior to agreeing to this support, please contact their classroom teacher.

Sincerely,

Eric M. Brooks, Principal
Harrington Elementary School

_____ may have Title 1 support for the 2023-2024 school year.

I understand that I may withdraw my permission for this support at any time.

Parent / Guardian signature

Date

Student Goal Sheet (students are required to have at least one goal)

Student name _____

Goal 1:

Area of concern:

Description of intervention:

Frequency of intervention:

Supplementary materials needed:

Progress toward goal:

Date goal met:

Goal 2:

Area of concern:

Description of intervention:

Frequency of intervention:

Supplementary materials needed:

Progress toward goal:

Date goal met:

TITLE 1A QUARTERLY PROGRESS REPORT

Student Name _____ Grade _____ Date _____

Title 1A report prepared by _____

As you are aware, your child is receiving academic support at school. The following information is being provided to you so that you can have an understanding of how this program is helping your child.

READING/LANGUAGE ARTS

___ Comprehension

___ Listening skills

___ Vocabulary

___ Study skills

MATH

___ Concepts

___ Math Facts

___ Problem Solving

___ Study Skills

Targeted area(s): _____

Comments: _____

LOCATION:	
	DW MERRITT
	CHERRYFIELD
	HARRINGTON
	MILBRIDGE
	NARRAGUAGUS
	CENTRAL OFFICE

EMPLOYMENT POSITION:	
	COOK
	CUSTODIAN
	ED TECH
	SUBSTITUTE
	TUTOR
	OTHER: _____

FOR THE TWO WEEK PAY PERIOD FROM ____/____/____ TO ____/____/____

WEEK #1:				
DAY	DATE	# OF HOURS	# OF TITLE I HRS	REASON(S) FOR ABSENCES
Monday	_____	_____	_____	<input type="checkbox"/> Sick Leave
Tuesday	_____	_____	_____	<input type="checkbox"/> Personal Leave
Wednesday	_____	_____	_____	<input type="checkbox"/> Bereavement Leave
Thursday	_____	_____	_____	<input type="checkbox"/> Professional Leave
Friday	_____	_____	_____	<input type="checkbox"/> Vacation
				<input type="checkbox"/> Other (explain below)
TOTAL REGULAR HOURS WEEK #1		<div style="border: 1px solid black; width: 80px; height: 20px;"></div>	<div style="border: 1px solid black; width: 80px; height: 20px;"></div>	
Extra Time/Over Time				
Date	_____	_____	_____	
Date	_____	_____	_____	
Date	_____	_____	_____	
TOTAL OF ALL REGULAR AND EXTRA HOURS FOR WEEK #1		<div style="border: 1px solid black; width: 80px; height: 20px;"></div>	<div style="border: 1px solid black; width: 80px; height: 20px;"></div>	

WEEK #2:				
DAY	DATE	# OF HOURS	# OF TITLE I HRS	REASON(S) FOR ABSENCES
Monday	_____	_____	_____	<input type="checkbox"/> Sick Leave
Tuesday	_____	_____	_____	<input type="checkbox"/> Personal Leave
Wednesday	_____	_____	_____	<input type="checkbox"/> Bereavement Leave
Thursday	_____	_____	_____	<input type="checkbox"/> Professional Leave
Friday	_____	_____	_____	<input type="checkbox"/> Vacation
				<input type="checkbox"/> Other (explain below)
TOTAL REGULAR HOURS WEEK #2		<div style="border: 1px solid black; width: 80px; height: 20px;"></div>	<div style="border: 1px solid black; width: 80px; height: 20px;"></div>	
Extra Time/Over Time				
Date	_____	_____	_____	
Date	_____	_____	_____	
Date	_____	_____	_____	
TOTAL OF ALL REGULAR AND EXTRA HOURS FOR WEEK #1		<div style="border: 1px solid black; width: 80px; height: 20px;"></div>	<div style="border: 1px solid black; width: 80px; height: 20px;"></div>	

Employee's Signature_____
Date_____
Supervisor's Signature_____
Date

RSU/SAD #37

1020 Sacarap Road Harrington, Maine 207-483-2734

Time and Effort Certification

Names: _____

This is to certify that, to the best of my knowledge the above named individuals spent 100% of their time for the period of _____ engaged in allowable Title IA activities and were paid with Title IA federal grant funds.



signature_____

title_____date_____

Signature/Title/Date of Supervisor with firsthand knowledge of work staff performed

(to be completed Dec. 31 and June 14)

Homelessness

Several programs are available for families who are homeless:

Alternative Aid Assistance

Alternative Aid Assistance is a program to assist TANF eligible parents who need short term help to find or maintain employment. Voucher payments equal to up to three months worth of TANF benefits are available to families to help them avoid the need for TANF benefits. Contact Information: Dawn Mulcahey (207)287-6426.

ASPIRE/TANF

ASPIRE/TANF is a program that helps TANF recipients find employment that will pay enough to make it possible for them to get off welfare. Contact Information: Liz Ray (207)-287-4733 .

ASPIRE/JET

ASPIRE/JET is a program that helps Food Stamp recipients find employment. Contact Information: Liz Ray (207)-287-4733.

Child Support

Maine Child Support: Division of Support Enforcement & Recovery (DSER) is responsible for the development and implementation of the rules, regulations, policies and procedures necessary to assure that all non-custodial parents are contributing to the economic support of their children. Child Support Question and Contact Information or call (207)624-4100

Emergency Assistance

Emergency Assistance provides benefits to families with children in some situations when the family is threatened by destitution or homelessness due to an emergency situation. These situations include fire, other natural disasters, termination of utility service, evictions, or lack of adequate shelter. Only certain items can be purchased. Contact Information: Dawn Mulcahey (207)287-6426.

Food Supplements

The Food Supplement Program provides food stamps that help low-income households buy the food they need for good health. Contact Information: Karen L. Curtis (207)287-7118. Food Supplements benefits going up

General Assistance

General Assistance is a program administered through municipalities, which purchases basic necessities for individuals who are without means to pay for such services. Contact Information: Cindy Boyd (207)287-3457

Medical Assistance

Medical Assistance, including the MaineCare, Cub Care and Medically Needy programs, provides payment to health care providers. Eligibility is determined by the Office OF Integrated Access and Support (Formerly BFI). Bill payment and other activity are done by the Bureau of Medical Services. Contact Information: (207)287-4076

Parents as Scholars

Parents as Scholars is a program for parents involved in a two year or four-year postsecondary program. It offers a monthly benefit based on guidelines for the TANF program. Contact Information: Dawn Mulcahey(207)287-6426.

TANF

Temporary help for children and their parents while the family works toward becoming self-supporting. Contact Information: Dawn Mulcahey (207)287-6426.

Telephone Assistance Program

If you qualify, the Telephone Association of Maine (TAM) joins the Department of Human Services (DHS) and the Maine Community Action Association (MCAA) in urging you to take advantage of the Telephone Assistance Program. TAM is made up of all 24 Telephone Companies in the State of Maine.

Step to Choosing Child Care

Choosing childcare is one of the most important decisions you will make for your child. A good childcare setting can have a positive impact on the development of your child. Remember, it is up to you to choose care for your child. When you have found a program that meets your family's and child's needs, stay involved, ask questions, and talk with your caregiver each day about your child.

RSU/SAD #37
Annual Parent Notice
Right to Request Teacher Qualifications

School: _____ Date: _____

Our school receives federal funds for programs that are part of the *Elementary and Secondary Education Act (ESEA)*, as amended (2015). Throughout the school year, we will continue to provide you with important information about this law and your child's education. Based on current education law, teachers must have earned State certification and licensure. State certification and licensure is the training required to be a teacher.

We are very proud of our teachers and feel they are ready for the coming school year. We are prepared to give your child a high- quality education. You have the right to request information about the professional qualifications of your child's teacher(s) or paraprofessional(s).

A paraprofessional provides academic or other support for students under the direct supervision of a teacher. If you request this information, the district or school will provide you with the following as soon as possible:

- a. if the teacher has met State certification and licensing requirements for the grade levels and subjects for which the teacher provides instruction;
- b. if state certification and licensing requirements have been waived (is not being required at this time) for the teacher under emergency or other temporary status;
- c. if the teacher is teaching in the field of discipline for which they are certified or licensed;
- d. if the teacher has met State-approved or State-recognized certification, licensing, registration, or other comparable requirements. These requirements apply to the professional discipline in which the teacher is working and may include providing English language instruction to English learners, special education or related services to students with disabilities, or both; and
- e. if your child is receiving Title I or Special Education services from paraprofessionals, his or her qualifications.

Our staff is committed to helping your child develop the social, academic and critical thinking he or she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled.

If you would like to request information about your child's teacher(s) or paraprofessional(s), or if you have any questions about your child's assignment to a teacher or paraprofessional, please contact the following person at your child's school:

Name: _____ Title: _____ Email: _____ Phone: _____

Thank you for your interest and involvement in your child's education.

Sincerely,

School Principal

LETTER INFORMING PARENTS OF NON-HQT STATUS

School Letterhead

Date:

Dear Parent/Guardian:

Earlier this school year you received a letter explaining the new federal law that requires teachers to be, or become, “Highly Qualified” in the subjects they teach. That law, called ESEA has been designed to help your child achieve more in school.

The law requires that all teachers must meet a specific, federal definition of “Highly Qualified” in order to teach in schools that receive federal funding. As you know, our school receives federal funds to support the programs we offer to your child.

We believe that all of the teachers working in our school are qualified for their teaching assignments and certified as teachers in Maine. However, some teachers have not yet met all of the requirements for the federal designation of “Highly Qualified”.

The law also requires us to notify parents if their child is being taught for four or more weeks by a teacher in a Title I school or program who does not yet meet the definition of “Highly Qualified”.

This letter is to inform you that your child’s teacher, _____, is in the process of meeting the new requirements and we are providing the support necessary for success. To ensure that every child in every classroom has a Highly Qualified Teacher, our school district and the Maine Department of Education are helping teachers meet the requirements of the federal law.

You may request and receive in a timely manner, information regarding the professional qualifications of your child’s classroom teachers to include (1) whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction (2) whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived (3) the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher and the field of discipline of the certification or degree (4) whether the child is provided services by paraprofessionals and, if so their qualifications.

Your child’s teacher is dedicated to the success of every child in the class. I thank you for your continued support of your child’s education and encourage you to communicate with his or her teacher on a regular basis so that together we can provide your child with the best education possible.

Sincerely,

Principal

RSU/SAD #37
2023-2024 Family Night Survey

School _____ **Date** _____

1. Please share some thoughts and feelings regarding your experience with family night.
2. Please share any questions, concerns or needs that you or your child may have.
3. Please give suggestions or ideas regarding events, trainings and activities that you feel will help us work together and best meet the needs of your child/children.

RSU/SAD #37 Title I Reporting Form 2023-2024 (complete and return to Lorna by May 9)

School _____ Title I Staff _____, _____, _____, _____ Date _____

***Principal's signature validates that this report is accurate: _____**

1. Number of students served by gender:

Male	
Female	
Total	

2. Number of students served by ethnic group:

American Indian or Alaskan Native	
Asian	
Black (not Hispanic)	
Hispanic	
Native Hawaiian or Other Pacific Islander	
White (not Hispanic)	
Two or more races	
Total	

3. Number of students served by grade:

K	
1	
2	
3	
4	
5	
6	
7	
8	
Total	

4. Number of students served by special services:

Local neglected students	
Students with disabilities (has an IEP)	
Limited English proficiency (LEP students)	
Homeless students	
Migrant students	

5. Number of students identified and served in the following areas: (as determined by SAT Team, Local Assessments, Pre-tests, Post-tests, NWEA Scores, Teacher and/or Parent Recommendation)

Reading/Language Arts	
Mathematics	
Reading Recovery	

6. Number and percentage of students that improved in Reading as determined by local assessments, standardized testing and/or post testing: _____ number _____percentage

7. Number and percentage of students that improved in Math as determined by local assessments, standardized testing and/or post testing: _____ number _____percentage

8. Number of students served in Reading Recovery: _____ Number of students that successfully completed the RR program: _____ Number of students that were referred for other services: _____ Number of students that did not receive a full program _____ Number of students that demonstrated proficiency on the Post-observation Survey _____

RSU/SAD #37

Title I Program

2023-2024

D. W. Merritt School

Lorna Greene - Principal & MSAD #37 Title 1 & and Prof. Dev.
Coordinator

Sally MacLean - Title 1

Meagan Worcester - Reading Recovery
483-2229

Harrington Elementary

Eric Brooks - Principal

Sandra White & Melissa Redimarker - Title I

Meagan Worcester - Reading Recovery
483-6681

Milbridge Elementary

Carol Ann Lisee - Principal

Rick Parker - Title I

Crystal Doucette - Reading Recovery
546-2210

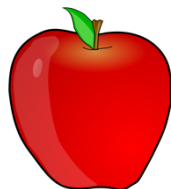
Narraguagus Junior/Senior High

Todd Emerson – Principal

Marla Bagley – Assistant Principal

Dianne Farren - Title I

483-2747



Title I Policy Statement

In accordance with RSU / SAD #37's School Board Policy, Title I staff at Harrington, Milbridge and D. W. Merritt Elementary Schools, along with Narraguagus Junior High, encourage family involvement of all Title I families in school activities and programs designed to promote a successful school experience for students.

What is Title I?

Title I is a federally funded program with the purpose of increasing the achievement of all students and providing additional academic support to students in reading and math. Title I staff members provide support individually or in small groups either in the classroom or outside the classroom setting.

Title I ensures all children have fair, equal, and significant opportunities to obtain a high quality education and work towards proficiency on challenging state standards and local assessments.

School Compact

Families will discuss the Title I Home-School Compact with Title I staff during the fall family nights. As part of our compact, families are asked to provide home / school connections to ensure their child's success.



Communication

Families are informed by letter if their child is eligible for Title I Services based on Student Assistance Team recommendations, results of state and local assessments and/or parental/teacher recommendations. Families receive quarterly reports informing them of their child's goals and academic progress. Families of Title I students are informed of and invited to join activities throughout the year that give them a better understanding of what is expected of their children and the type of instruction their children are receiving. Family involvement activities include:

Open Houses / Fall Family Fun Nights / Planning Meetings
Parent / Teacher Fall Conferences
Spring Family Fun Events
Parent / Teacher Spring Conferences



At Family Fun Events, surveys will be distributed to parents and students for input and feedback on Title I program services.

What is Reading Recovery?

Reading Recovery is an early intervention program designed to support first graders who struggle to read and write. Reading Recovery teaches a child to “learn how to learn” using his or her strengths.

Children selected to participate in Reading Recovery receive one-on-one reading and writing lessons for 30 minutes each school day for a maximum of 20 weeks. Reading Recovery instruction is designed with a child’s individual strengths and challenges in mind. Reading Recovery does not take the place of the child’s regular classroom instruction, but is offered in addition to the regular classroom reading lessons.



For more information
regarding Title I programming, please contact
your school principal or Lorna Greene, Title IA Coordinator,
MSAD #37
483-2229

**THANK YOU TO ALL TITLE I STAFF
WHO WORK DILIGENTLY EACH
AND EVERY DAY TO HELP
STUDENTS BE THE BEST THAT
THEY CAN BE.**

