

Rivendell Interstate School District

Title 1 Parent Handbook Academic Year 2026-2027



Rivendell Academy



Mission Statement

The mission of the Rivendell Interstate School District is to foster the intellectual, social and personal development of its students. Our goal is that they will become life-long learners, positive contributors to their communities, and productive, healthy adults.

Randy Gawel – Superintendent and Title I Coordinator

10 School Drive

Orford, NH 03777

(603) 353-2170 Ext 2132

(603) 353-2189 Fax

rgawel@rivendellschool.org

Joy Clancy – Rivendell Academy Principal

2972 Route 25A

Orford, NH 03777

(603) 353-4321 tel

(603) 353-4414 fax

jclancy@rivendellschool.org

Deidre Scanlan – Rivendell Academy Title I Literacy Specialist

2972 Route 25A

Orford, NH 03777

(603) 353-2170

dscanlan@rivendellschool.org

TABLE OF CONTENTS

I.	Title I Program Information	4
II.	Parent’s Right to Know	5
III.	Title I Parent Involvement	6
IV.	Reading Ideas for Parents	7
V.	Letter to Parents and Guardians.	8
VI.	Rivendell Interstate School District Shared Responsibilities Compact	9
VII.	How To File a Complaint	10
VIII.	Unhoused Children Contact Information	11
IX.	Foster Contact Information and Outreach to Parents of ELL Students	12

I. Title I Program Information

What is Title I?

Title I is a federally funded program designed to improve educational opportunities. We strongly believe that all children are capable of learning. Title I serves students who need extra help and time with math and/or reading concepts and skills. The program is designed to improve their educational success.

What are the goals of Title I?

The Title I program:

- a. Provides early intervention for students in numeracy and literacy;
- b. Promotes a positive attitude toward math and/or reading & writing;
- c. Improves student achievement in reading & writing and math;
- d. Builds students' self-esteem and confidence;
- e. Provides individual or small group instruction according to student needs; and,
- f. 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 determine eligibility for Title I services, including, but not limited to: teacher and educational support team recommendations, parent concerns, student screening information, local assessments, and other current student data.

Will my child always be in the program?

We work closely with the classroom teacher to monitor student progress. When a student's reading or math achievement reaches their appropriate grade level, the student exits the program. The Title I teacher and classroom teacher continue to monitor the student's progress to ensure they meet grade level standards.

How will my child receive Title I Services?

Students come to the Title I room for additional instruction in reading & writing or math on a regular basis. The students may come individually or with a small group of children. Sometimes the Title I teacher goes into the regular classroom and works with students there.

How does Title I benefit my child?

- a. Students receive more intensive additional instruction;
- b. Students are provided with more individualized instruction;
- c. Students experience success in the Title I program which increases self-esteem and motivation in other academic areas;
- d. Students receive instruction specific to identified needs; and,
- e. Students receive early intervention to ensure they have fundamental skills to build upon.

II. Parents Right to Know

Title I, Part A of ESEA (Every Student Succeeds Act 2015) (Section 1112(e) (1) (A-B)

Requirements

A school that receives Title I funds must provide to each individual parent:

- Information on the level of achievement the child has made on all assessments; and,
- Timely notice that the parent's child has been assigned or taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

Qualifications

At the beginning of each school year, a District participating in Title I 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.

- Whether the teacher has met State qualifications for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other professional status that the State has waived;
- Whether the teacher is teaching in the field of discipline of the certification of the teacher; and,
- Whether the child is provided services by paraprofessionals and if so their qualifications.

Title I Personnel

Deidre Scanlan – Rivendell Academy Title I Literacy Specialist

2972 Route 25A

Orford, NH 03777

(603) 353-2170

dscanlan@rivendellschool.org

For more information concerning your child's teacher(s) please contact:

Superintendent's Office

PO Box 271

Orford, NH 03777

(603) 353-2170

III. Title I Parent Involvement

The Rivendell Interstate School District recognizes that parents are their children's first and most influential teachers. The involvement of parents will help children learn more effectively.

By working with teachers and by reinforcing and promoting learning objectives in the home, parents can dramatically improve their children's educational achievement. Both research and intuition confirm that parental consultation and involvement are key ingredients in successful educational programs.

The Rivendell Interstate School District provides many opportunities for parents to be actively involved in all aspects of their child's education. An example of these opportunities include:

1. School Meetings/Nights/Conferences
 - a. Open House
 - b. School Wide Curriculum Nights
 - c. Parent/Teacher/Student conferences
 - d. Parent Nights
2. The Rivendell Interstate School District Shared Responsibilities Compact
(Parent/Student/Teacher Compact)
3. Reading Strategies included in this handbook
4. Publications of Reading activities posted in school newsletters & handouts

For more information surrounding our Parent and Family Engagement please review the following:

- Title I, Part A, Parent & Family Engagement Policy (G14)
- Title I, Part A, Parent & Family Engagement Policy Procedure (G14-P1)

IV. How Can I Help My Child with Reading?

1. Encourage your child to read every day, and make it fun! You encounter print in your daily environment without even recognizing it at times. Point out to your child that they already read a variety of materials everyday (street signs, text messages, TV commercials, etc.).
2. Read aloud to your child each day, even if they are able to read themselves. If you are unable to read aloud, suggest that you and your child listen to a book together. Many educators have posted videos of themselves reading books aloud on websites like YouTube.
3. Show your child that you like to read. Make sure your child sees you enjoying a wide variety of reading materials such as newspapers, books, magazines, etc. Share with your child things that you have read that you enjoyed or found interesting.
4. Show interest in your child's reading. Building strong reading skills and an interest in reading is one of the most important things parents can do for their child's academic development.
5. Visit your public library. It's great indoor entertainment!
6. Family book circles are a great way for everyone to enjoy a book together. Select a current novel or story of interest and have everyone read it. Then discuss your reactions together.
7. 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 happened first, second, etc. in the story?
 - c. Critical questions: What do you think is the author's message?
 What did he/she/they want readers to learn?
 What do you think happened after the story ended?
 Could you imagine being in the character's shoes? What would you have done?
8. Encourage your child to ask questions as they read.
9. Encourage word-play activities and games such as scrabble, crossword puzzles, word jumbles, word searches, etc.
10. Make a special effort to praise your child for his or her improvement no matter how small the gain. (Each individual has unique abilities and interests.)

V. Letter to Parents and Guardians

Title I Literacy Program 2026 - 2027

Dear Parent(s) or Guardian(s),

For those of you new to Title 1 or to the Academy, my name is Dee Scanlan and I am the Title I Literacy Specialist here. I am pleased to inform you that your child has been selected to participate in our targeted Title I Literacy Program and can therefore receive extra support with reading and writing during the school week. Our district uses Multiple Criteria to select students that will benefit from extra instruction, such as:

- VTCAP scores from the Spring of 2026 (state-wide testing)
- STAR Reading Screening Measure from this fall (school-level testing)
- Fall Writing Benchmark Scores from this fall (school-level testing)
- Teacher recommendations

Your child has been or will begin to receive support through either Small Group Instruction outside of the classroom or Title I Teacher support within the classroom. All Title I support is given to students during quiet reading/writing time or during electives, so students do not miss core content instruction.

We are doing things a little differently this year! We will have Open House drop-in hours during conferences on Thursday, Nov. 5th from 2-4pm, Friday, Nov. 12th from 2-4pm, and Thursday, Nov. 12th from 2-4pm.

If you are already in the building for conferences, please come by Room 1120 (in the Library) to learn more about our program and discuss the specific goals identified for your student.

If you have any questions, please feel free to contact me at the email address below. If you would prefer that your child not participate in this program, please let me know.

Best wishes,



Deidre M. Scanlan (Ms. Dee)
Title I Literacy Specialist and Assessment Coordinator
Rivendell Academy
dscanlan@rivendellschool.org

VI. Rivendell Academy School – Parent Compact

High Standards and Expectations

<p>Student</p> <ul style="list-style-type: none"> • I will be at school on time every day prepared to learn. • I will work hard and do my best. 	<p>Parent/Guardian</p> <ul style="list-style-type: none"> • I will make sure my child attends school on time every day prepared to learn and has appropriate sleep, nutrition, and clothing. • I will support my child's efforts and celebrate the successes. 	<p>Staff</p> <ul style="list-style-type: none"> • I will provide a welcoming environment. • I will communicate high standards for student performance and clear expectations for what students will learn.
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Learning

<p>Student</p> <ul style="list-style-type: none"> • I will listen and do my best in class. • I will participate fully in classroom activities. • I will work hard and complete assignments. • If I do not understand, I will ask for help. 	<p>Parent/Guardian</p> <ul style="list-style-type: none"> • I will know how my child learns best and share that information with the school. • I am open to sharing my skills and expertise at school if requested. • I will read and use numbers daily with my child. • I will monitor homework daily and support completion of school assignments and ask for help when I have questions. 	<p>Staff</p> <ul style="list-style-type: none"> • I will provide appropriate instruction based upon Vermont's standards and district curriculum. • I will keep up with current research and best practices. • I will assign appropriate homework. • I will identify and teach according to student learning styles.
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Safe & Drug-Free Schools

<p>Student</p> <ul style="list-style-type: none"> • I will treat staff, parents, other students, and visitors with respect. • I will follow classroom and school rules and will be in control of my behavior. • I will talk to a trusted adult if I am aware of bullying or unsafe behavior. 	<p>Parent/Guardian</p> <ul style="list-style-type: none"> • I will treat staff and students with respect. • I will support and reinforce classroom expectations and school rules. • I will talk with my child about bullying, and promote safe and drug-free schools. 	<p>Staff</p> <ul style="list-style-type: none"> • I will treat students, parents, and staff with respect. • I will clearly communicate school behavior expectations. • I will take steps to prevent bullying and promote safe and drug-free schools.
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Communication

<p>Student</p> <ul style="list-style-type: none"> • I will ask for help when I need it. • I will talk with my family about what I learn and do at school everyday. 	<p>Parent/Guardian</p> <ul style="list-style-type: none"> • I will use school information sources (planners, newsletters, email, and websites) to keep up with school issues and activities. • I will participate in parent involvement opportunities and three-way conferences. • I will ask for help when I need it. 	<p>Staff</p> <ul style="list-style-type: none"> • I will maintain regular communication with parents, including information on student progress. • I will provide family involvement opportunities and encourage participation.
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VII. How to File a Title I Complaint?

Complaints must be in writing and be signed and received by the Department of Education or Agency of Education within 30 days of final decision by the local school board regarding the complaint. In the case that a parent is the complainant, the Title I Project Coordinator (Superintendent) shall assist the parent in the complaint process.

The Complaint Must Include:

- The name and contact information of the complainant;
- A statement of the alleged violation of federal statute or regulation, the identity of the person or entity that is committing the violation, and a description of the applicable program where the violation is occurring;
- Steps taken at the local level to resolve this complaint;
- A copy of the final decision from the local school board in regards to the complaint; and,
- The signature of the complainant.

Mail Complaint To:

New Hampshire:

Melinda Pfaff, Program Coordinator
New Hampshire Department of Education
25 Hall Street
Concord, NH 03301

Vermont:

Anne Bordonaro, Director
Federal & Education Support Programs
Vermont Agency of Education
1 National Life Drive, Davis 5
Montpelier, VT 05620-2501

More information regarding the complaint process in New Hampshire can be found on the NH DOE website at:

<https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-instructional-support/title-i-part-a>

More information regarding the complaint process for Vermont can be found on the VT AOE website at: https://education.vermont.gov/sites/aoe/files/documents/edu-esea-complaint-procedure_1.pdf

VIII. Unhoused Children

Rivendell Interstate School District sets aside funding for the purposes of transportation and education in the event that a homeless situation occurs in our district. The district follows the federal law and the McKinney-Vento Homeless Assistance Act requiring our school to provide educational stability for homeless children and works with the State Homeless Liaison if the need arises.

Qualifications

If your family lives in any of the following situations, your school-age children may qualify for certain rights and protections under the federal McKinney-Vento Act:

- In a shelter;
- In a motel or campground due to the lack of an alternative adequate accommodation;
- In a car, park, abandoned building, or bus or train station; or,
- Doubled up with other people due to loss of housing or economic hardship.

Eligible Children's Rights

Your eligible children have the right to:

- Receive a free, appropriate public education;
- Enroll in school immediately, even if lacking documents normally required for enrollment;
- Enroll in school and attend classes while the school gathers needed documents;
- Enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is your preference;
- If the school district believes that the school you select is not in the best interest of our children, then the district must provide you with a written explanation of its position and inform you of your right to appeal its decision;
- Receive transportation to and from school of origin, if you request this; and,
- Receive educational services comparable to those provided to other students, according to your children's needs.

Contact Information:

Randy Gawel, Superintendent
(603) 353-2170 ext. 2132
rgawel@rivendellschool.org

Our Homeless McKinney-Vento Policy C-13 is available for review on our website.

Vermont AOE resource: <https://education.vermont.gov/student-support/federal-programs/consolidated-federal-programs/education-homeless-children>

New Hampshire DOE resource: <https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-instructional-support/ehcy>

X. Foster Care Contact Information and Outreach to Parents or Guardians of ELL Students

Students in Foster Care

Rivendell Interstate School District has an appointed liaison for Foster Care situations. During this process, the school district will work with the placement agency to determine if it is in the child's best interest to remain in the school of origin. A child in foster care will remain in the school of origin unless it is determined that it is not in his or her best interest. The district ensures that children in foster care will receive transportation in a cost-effective manner if it is determined to be in the best interest of the child to remain in the school of origin. Arrangements will be determined in collaboration by the LEA, placement agency, and administrative team to ensure transportation for the child will be arranged, provided, funded, and maintained. The school abides by the Every Child Succeeds Act of 2015 Foster Youth and Juvenile Provisions. If a situation occurs, consultation and direction will be provided by the Foster Liaison and the Superintendent.

Contact Information:

Randy Gawel, Superintendent
(603) 353-2170 ext. 2132
rgawel@rivendellschool.org

Outreach to Parents or Guardians of ELL Students

Rivendell Interstate School District will provide a notice not later than 30 days from the beginning of school to inform parents of an English Language Learner (ELL) identified for participation in the program. This communication will provide an effective means of outreach to parents of ELL students in an understandable and uniform format, to the extent practicable and translation services may be utilized.

Contact Information:

Randy Gawel, Superintendent
(603) 353-2170 ext. 2132
rgawel@rivendellschool.org