

Rivendell Interstate School District

Title I Math & Reading

Parent Handbook



Samuel Morey Elementary



Westshire Elementary School

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.

Rivendell Interstate School District

www.rivendellschool.org

Jennifer Botzjoorns - Superintendent & Title I, Coordinator

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Samuel Morey Elementary School

Principal: Thomas Buzzell

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Westshire Elementary School

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TABLE OF CONTENTS

I.	Title I Program Information	4
II.	Title I Parent Involvement	6
III.	Math Ideas for Parents	7
IV.	Reading Ideas for Parents	8
V.	Parent Forms	
	• Title I Notification Letter to Parents	9
VI.	Home/School/Student Compact for Learning	10
VII.	How to File a Complaint	11
VIII.	Homeless Contact Information	12
IX.	Foster Contact Information	13
X.	Outreach to Parents of EL Students	13

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
- b. Improves student achievement in reading/writing and math
- c. Builds students' self-esteem and confidence
- d. Provides individual or small group instruction according to student needs
- e. 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 he/she meets grade level standards.

How will my child receive Title I Services?

Students come to the Title I room for additional instruction in reading 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
- e. Students receive early intervention to ensure they have fundamental skills to build upon

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
- Timely notice that their student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

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
- Whether the child is provided services by paraprofessionals and if so, their qualifications.

Title I Personnel

Barb Griffin	Title I Reading/Math Teacher	Westshire
Miranda Lamberton	Title 1 Reading/Math Teacher	Samuel Morey

Parent Engagement Policy

The Rivendell Interstate School District recognizes that parents are their children's first and most influential teachers. Involvement of parents 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. Math & Reading Strategies included in this handbook
4. Publications of Math & 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 Samuel Morey (G14-P2)

Title I, Part A, Parent & Family Engagement Policy Procedure Westshire (G14-P3)



How Can I Help My Child In Math?

Helping your child see that math is a part of his everyday world will encourage his interest in math, and strengthen his development of math concepts and skills. Keep the engagement simple and fun.

Here are a few suggestions:

1. Ask your child to notice and tell you where they sees and hear numbers being used. Have them tell you what the numbers “mean”. Why are they there? What are the numbers describing- time? amount? money? length?
2. Practice counting:
 - * by 1’s from the middle of one number family into another (46, 47, 48, 49, 50, 51, 52, 53, 54, 55)
 - * by 2’s, 3’s, 4’s, 5’s, and 10’s to 100 starting at different points in the sequence
3. Practice adding 1 more, 2 more, subtracting 1 less, 2 less in your head. Start out with easy numbers and work up to harder ones.
4. Practice adding and subtracting with 10 or more in your head. Again start out with easy problems and work up to more difficult ones.
5. Have your child count “pocket money”. Figure how much snacks will cost. Also practice counting back change.
6. Practice telling time (on a digital and a non-digital clock).
7. Ask your child to measure with a tape measure, yard stick, meter stick or ruler . Have them compare the measurements of two items.
8. When selecting books at the library to read together, also look for books about numbers, time, and money.
9. Invite your child to measure out ingredients for you when you are cooking.
10. Ask your child to tell what their class is learning in math. Perhaps they would like to “teach” what they are learning. As children explain their math thinking, they are deepening their understanding about the math concepts and number relationships.



How Can I Help My Child In Reading

1. Encourage your child to read every day and make it fun!
2. Read aloud to your child each day even if they can read themselves. (You can select material that interest them but are written at a slightly higher reading level than they are currently reading.)
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.
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 inexpensive entertainment.
6. Look at a book with your child before s/he starts reading it. Talk about what might happen and who the characters might be. When your child finishes the book, discuss the book and ask them if their predictions were accurate.
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 came first, second, etc. in the story?
 - c. Critical questions: How did you like the story?
What do you think happened after the story ended?
Would you have liked to be one of the characters in the story? Why?
8. Encourage your child to ask questions as they read.
9. Encourage word-play activities and games such as rhyming words, words that begin or end the same, words that mean the same or opposite, words that fit in the same categories, memory using high frequency words or words you child has difficulty identifying, go fish with words, scrabble, etc.
9. 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.)
10. Build your child's vocabulary by having a special "Word of the Day".

Title 1 Reading/Math

Date: _____

To the family of _____,

Your child has been recommended to receive academic support through Title 1. Title I is a Federally funded program for children needing extra support in reading and math. My role as a Title 1 Interventionist is to assist your child’s classroom teacher in determining which students will benefit from additional support, what form that support will take, and delivering individualized instruction. Our district uses Multiple Criteria (more than one source) to select students that will benefit from extra instruction.

Your student has been recommended for supplemental support in _____ and more specifically _____.

Reading:

- Phonemic Awareness Assessment
- Fountas and Pinnell Benchmark Assessment
- 3 – 5 STAR Reading Screener
- Spelling Inventory
- Classroom teacher recommendation using in-class observations/work

Math:

- K – 2 PNOA (Primary Number and Operations Assessment)
- 3 – 5 STAR Math Screener
- 3 – 5 Computational Fluency Assessment
- Classroom teacher recommendation using in-class observations/work

Your child will be receiving the following intervention support:

- _____ Title 1 Individual/Small Group with Mrs. Lamberton in the Title 1 room
- _____ Title 1 In-class Support with Mrs. Lamberton

Please contact Mrs. Lamberton if you have any questions about your child’s intervention supports.

Thank you,

Miranda Lamberton

Title 1 Reading & Math Teacher
mlamberton@rivendellschool.org
(802) 333 9755 ext. 3108

Steven Lindemann

Principal
slindemann@rivendellschool.org
(802) 333 9755 ext. 3130

Thomas Buzzell

MTSS Coordinator/Student Support
tbuzzell@rivendellschool.org
(802) 333 9755 ext. 3139



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 success. 	<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 every day. 	<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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Student Signature _____ Date _____

Parent Signature _____ Date _____

Staff Signature _____ Date _____

Please sign above to indicate that you have read this document. Thank you.

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:
Ashlee Fye, Administrator Title I and Title II
New Hampshire Department of Education
25 Hall Street – Granite State College
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

HOMELESS 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:
- 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
- Doubled up with other people due to loss of housing or economic hardship

Your school-age children may qualify for certain rights and protections under the federal McKinney-Vento Act.

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.
- Receive educational services comparable to those provided to other students, according to your children's needs.

Contact Information:

Jennifer Botzjorns, Superintendent

jbotzjorns@rivendellschool.org

603 353 2170 ext. 2132

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-and>

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

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:

Jennifer Botzjorns, Superintendent
jbotzjorns@rivendellschool.org
603 353 2170 ext. 2132

OUTREACH TO PARENTS OF EL 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 Learner identified for participation in the program. This communication will provide an effective means of outreach to parents of EL students in an understandable and uniform format, to the extent practicable and translation services may be utilized.

Contact Information:

Jennifer Botzjorns, Superintendent
jbotzjorns@rivendellschool.org
603 353 2170 ext. 2132