

**Helena Public Schools**

**Title I Guidelines**

**2015-2016**

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Title I

Title I is a federal aid program for elementary and secondary schools reauthorized under the No Child Left Behind Act of 2001. According to the U.S. Department of Education, the purpose of Title I funding, “is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments.” Title I funds are used to pay for supplemental educational services for children who are behind in school and at risk of not being successful learners. Key components in the Title I programs include increasing parental engagement and family literacy, professional development tied to identified needs that aim increase student achievement, coordination with overall school improvement plans, and ongoing review and revision of the plan/program based on data collected from student achievement and staff, student, and parent input.

A district’s Title I allocations are determined by the socioeconomic status of its students which is based on Free/Reduced lunch program participation.

The following offer Title I services in Helena Public Schools:

|  |  |
| --- | --- |
| School | Title I Program Designation |
| Broadwater Elementary | Schoolwide |
| Bryant Elementary | Schoolwide |
| Central Elementary | Schoolwide |
| Rossiter Elementary | Schoolwide |
| Smith Elementary | Schoolwide |
| Warren Elementary | Schoolwide |
| Helena Middle School | Schoolwide |
| Helena High School | Schoolwide |

**Targeted Assistance Program**

A school becomes eligible to receive Title I funds and operate a Targeted Assistance program when the percentage of students participating in free or reduced meals reaches 35%. Targeted Assistance programs serve students with the greatest needs or who are most at risk of failing to achieve high academic standards. Students are identified based on multiple, objective, educationally related criteria. The Title I program provides additional learning opportunities using effective methods and instructional strategies that strengthen the core academic program of the school and are based on scientifically based research.

**Schoolwide Program**

Schools operating a Schoolwide Title I program have completed a comprehensive plan to improve the entire educational program throughout the school and to better serve all students. The plan is based on a comprehensive needs assessment that identifies the school’s strengths and challenges in key areas that affect student achievement. All staff, resources, and classes and learning time are part of the over strategies designed to increase academic achievement in core subject areas (English/language arts and math) for all students, especially those students most in need.

**Resources**

U.S. Department of Education: Title I – Improving The Academic Achievement of the Disadvantaged:

<http://www2.ed.gov/policy/elsec/leg/esea02/pg1.html>

Montana Office of Public Instruction: Title I Programs, Title I Part A

<http://opi.mt.gov/Programs/TitlePrgms/TItleIA/TItleIA.html>

**Criteria Requirements for Title I Eligibility in a Targeted Assistance School**

In a Targeted Assistance school the process used to identify eligible students includes a review of student assessment data from spring testing, using state, district, and/or school-developed instruments, as well as teacher observations/recommendations, and classroom grades. The process must be objective and include multiple measures to identify those students with the greatest need and establish a priority list for service.

In September, the building administrator, school counselor (school psych or social services coordinator), and Title I teacher at Targeted Assistance schools will review the eligibility requirement data for each student in the school. The team will develop a rank ordered list of students. The team along with the school counselor, the district Title I administrator, and classroom teachers can also determine if there are any students who need to be receiving Title I services who may not meet all of the Title I eligibility criteria. This team may apply the override procedure and provide services if it is felt services are warranted. This evaluation team will look at all students in the bottom 40% on all of the criteria and all students who are English Language Learners. (In schools practicing the RTI model, the lists could be reordered as new assessment results are available through progress monitoring and small, flexible groups’ needs change—e.g. every three weeks).

Students at each school will be rank ordered based on the point system from greatest to least evidence of need. If a students does not rank among those whom the point system identifies as most in need of Title I services, a written override can be done to provide the services if the schools’ evaluation team (or RTI team) feels that services are warranted.

Sample student eligibility matrix:



Reading Criteria:

* Classroom Grades
* Teacher Recommendation
* Assessments
	+ AIMSweb
		- Kindergarten: Letter Naming Fluency, Letter Sound Fluency, Phoneme Segmentation Fluency
		- Grade 1: Phoneme Segmentation Fluency, Nonsense Word Fluency, RCBM (Winter and Spring)
	+ STAR Reading (Grades 2-8)
	+ Scholastic Reading Inventory (Grades 6-12)
	+ ITBS/CoGAT (Grade 2)

Math Criteria

* Classroom Grades
* Teacher Recommendation
* Assessments
	+ STAR Math (Grades 1-12)

**Pre/Post Assessment Title I**

Baseline data will be collected at the beginning of the program each year. Progress will be checked throughout the year utilizing interim/ benchmark assessment or progress monitoring. The following measures may be used for monitoring progress:

Reading:

Benchmark Assessment

* AIMSweb (Grades K-1)
* STAR Reading (Grades 2-8)
* Scholastic Reading Inventory

AIMSweb Progress Monitoring Probes

READ 180

Other Fluency measures

Other Comprehension measures

Chapter or end of unit assessments

Math:

Benchmark Assessments

* STAR Math

SuccessMaker growth measures

Accelerated Math growth measures

Classroom assessments

Chapter or end of unit assessments

Quarter or semester assessments

**Helena Public Schools**

**Title I Program: Notice of Placement in a Targeted Assistance School**

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear Parent or Guardian:

A building evaluation team at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ met to review all of the assessments that were given to all students during the previous school year. One of the goals of the building evaluation team is to identify students who may need additional instructional help in reading or math. The goal of the Title I program is to improve reading and math scores for students.

Your child, \_\_\_\_\_\_\_\_\_\_\_ has been selected to participate in the Title I program this school year. This means that your child will receive additional instruction in the following area(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This instruction is provided by a Title I Teacher, and it will take place individually or in small groups. This extra help will supplement the regular classroom instruction, and it will include additional learning strategies and practice. Your child will receive this instruction in addition to what is provided in the regular classroom.

* I **GIVE** permission for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to be in the Title I program.
* I **DO NOT** give permission for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to be in the Title I program.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature

Please sign and return this form as soon as possible. If you have any questions, please contact me.

Sincerely,

**Helena Public Schools Title I Program Learning Intervention Goals**

|  |
| --- |
| Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_Service Provider’s name and position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Overall current proficiency level: **Intensive Strategic Benchmark** |
| **Fall Benchmark Scores** |  |   |   |   |
| **Assessment:** | **Date** | **Proficiency Level** | **Scale Score** | **Percentile Rank** | **Target** |
| AIMSweb |  |  |  |  |  |
| STAR Reading |   |  |   |   |   |
| STAR Math |   |  |   |   |   |
|  |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Winter Benchmark Scores** |  |   |   |   |
| **Assessment:** | **Date** | **Proficiency Level** | **Scale Score** | **Percentile Rank** | **Target** |
| AIMSweb |  |  |  |  |  |
| STAR Reading |   |  |   |   |   |
| STAR Math |   |  |   |   |   |
|  |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Spring Benchmark Scores** |  |   |   |   |
| **Assessment:** | **Date** | **Proficiency Level** | **Scale Score** | **Percentile Rank** | **Target** |
| AIMSweb |  |  |  |  |  |
| STAR Reading |   |  |   |   |   |
| STAR Math |   |  |   |   |   |
|  |  |  |  |  |  |

Title I teachers may also document the learning goals and progress toward those goals using AIMSweb Progress Monitoring rather than using this goals sheet.

# Exiting a Student from Title I

When the student is demonstrating grade level proficiency as defined by the assessment measures on the student’s goal sheet, the student may be exited from the Title I program. The following steps should be used when exiting a student from Title I:

1. The classroom teacher and the Title I teacher will design a transition plan which details how the student’s progress will be monitored.
2. The Title I teacher will notify the parent and the principal. The principal or their designee will mark the student’s status as Inactive Title I in the student management system. A list of exited students will be provided to the district Title I coordinator at the end of the school year.

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**Title I Exit Form**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Birth: \_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_ Title I Reading

\_\_\_\_\_\_\_\_\_\_ Title I Math

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, will be exited from the Title I program effective \_\_\_\_\_\_\_\_\_\_\_\_\_.

A transition plan to monitor his/her progress is attached.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Title I Teacher Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Principal Date

**Parent Involvement**

# Helena Public Schools recognizes the importance of parent, family, and community involvement in schools. Schools receiving Title I funding are required to involve students’ families in their education under federal law. Research indicates that parents who participate in the child’s learning make critical contributions to their child’s academic success. Helena Public Schools adopted the following policy.

**6.00 School, Student, Parent, Family and Community Engagement in Education Policy**

The Helena Public Schools Board of Trustees believes that meaningful engagement of students, parents, families and the community in our schools contributes to the success of all students. The Board of Trustees further believes that sustained engagement throughout all levels of school ensures a lasting and positive impact on lifelong student achievement and attitudes about learning.

The Helena School District commits to building partnerships by conducting outreach, supporting multi-directional communications, encouraging participation in each school’s improvement planning process, and creating opportunities to volunteer and collaborate at all levels in support of student achievement.

The Board believes that students, parents, families and the community must be actively invited and encouraged at stakeholders in education.

Policy History:

Adopted On: 04.04.2006

Revised On:

Each Title I school will review annually with their parent advisory committee or PTSO, the District Guidelines, Parent/Student/School compact, and the school’s parent involvement policy. The Title I staff will convene a parent meeting, attend a parent advisory or PTSO meeting, or seek input via a survey regarding the Title I program at their school.  In addition, Title I schools will hold an annual meeting to provide parents with information about the Title I program Policies/Procedures, curriculum, and annual evaluation of the schools’ assessments and student or school performance. Parent involvement will also be encouraged at each school through monthly meetings or trainings on topics of interest to parents or as required by Title I legislation or as specified in each school’s School Improvement Plan. Title I teachers will be available to meet with parents to discuss student progress and Title I Policies/Procedures at a time that is most convenient to parents. Title I teachers will set up parent conferences with the parents of students served in the Title I program to be held in conjunction with the fall and winter/spring parent/teacher conferences.

# Sample Building Parent Involvement Policy and Procedures

The staff at \_\_\_\_\_\_\_\_ Elementary School believes that meaningful engagement of students, parents, families, and the community in our school contributes to the success of all students. For this reason, we commit to building partnerships by conducting outreach to parents and families, supporting multi-directional communications, encourage participation in our school improvement planning process, and create opportunities for parents and families to volunteer and collaborate in support of student achievement. We believe that our school, students, parents, and families must be actively invited and encouraged as stakeholders in education.

Therefore, \_\_\_\_\_\_\_\_ School will provide the parents with the following:

1. A goal-oriented program of parent/family/community engagement that supports the student achievement of all students that meets all local, state, and federal mandates.
2. The opportunity for parents to become involved in the school PTSO organization, to be involved in the planning and implementation of effective parent involvement activities to improve student academic and school performance. The parent group will:
	* Meet at least 4 times a year
	* Provide notice of all meetings to parents/families
	* Have at least 10 active members, inclusive of the elected officers
	* Include one representative of the special education population
	* Include one representative of the Title I student population
	* Include on representative of the ELL population where ELL populations exist
	* Work collaboratively with the School Improvement team
3. A public meeting in the first month of each school year for to explain the programs and activities of \_\_\_\_\_\_\_\_ School, to inform, explain and discuss annual school and student data, to review the school improvement plan, and to meet school personnel and ask questions.
4. The opportunity to coordinate and integrate parent involvement activities with other programs such as Head Start, Even Start, and Reading First.
5. School-Parent compacts which will outline how parents, students, and staff will share responsibility for promoting high student achievement.
6. An annual report prepared by the principal to the community summarizing school performance. This report will be presented in the fall of each school year via newsletter and on the school website.
7. Quarterly reports informing parents of their children’s progress and information regarding staff availability for conferences.
8. A minimum of two parent/teacher or parent/student/teacher conferences will be scheduled each year.
9. Encouragement to meet with staff and/or observe or volunteer in their children’s classes.
10. A variety of parent trainings throughout the school year to help parents positively influence their students’ learning success.
11. A minimum of one school sponsored family learning activity per quarter of the school year.
12. Assurance that the school will involve parents in conducting an annual evaluation of the content and effectiveness of the parent involvement policy and use the findings to revise the policy if necessary.
13. Assurance that \_\_\_\_\_\_\_\_ School will use effective communication methods to ensure that all families whose children attend \_\_\_\_\_\_ share and receive school-to-home communications about school and classroom programs and student progress. Personnel at \_\_\_\_\_\_\_ School will utilize technologies such as e-mail, voice mail, school websites, and automated reporting systems to enhance and support meaningful two-way communication at all levels. All communications will be in a language and form that is clear to all parents.
14. An opportunity to participate in an annual climate survey to provide the school with feedback on the effectiveness of \_\_\_\_\_\_\_\_\_\_\_’s parent/family and community involvement efforts.

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**Student-Parent-Educator Compact Sample**

*Some schools have chosen to create a brochure compact in lieu of completing this agreement.*

A compact is an agreement among participants working together for a common goal. Educators, students, and parents all have the responsibility to contribute to the effort to establish an effective climate for learning for all students. This compact outlines the role of each group in an effort to provide a high quality education for our students.

**As a student I will:**

\_\_ attend school regularly and arrive to all classes on time

\_\_ do my homework every day and ask my family and teachers for help when I need to

\_\_ always do my best work and believe that I can learn

\_\_ be active in my learning and school activities

\_\_ show respect for myself, fellow students, adults, and school property

**As a parent I will:**

\_\_ ensure that my child attends school regularly and arrives at school on time

\_\_ encourage my child to complete his/her homework and to ask for help when needed

\_\_ support the school and encourage my child to be respectful of himself/herself, adults, fellow students and school property

\_\_ encourage my child to read each day

\_\_ find ways to become involved with my child’s school stay informed about my child by keeping in touch with the school

**As an educator I will:**

\_\_ help each child meet his/her potential in a physically and emotionally safe environment

\_\_ make efficient use of learning time by coming prepared to teach with meaningful and engaging activities

\_\_ encourage students to become lifelong learners

\_\_ welcome parents into our school and encourage them to volunteer and participate in classroom activities

\_\_ communicate regularly with parents to discuss individual student achievement and share ways to support learning at home

\_\_ encourage students to be actively engaged in their learning

\_\_ provide a supportive environment where every student has access to personalized learning and qualified caring adults

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Educator Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Homeless Children

**4.27 Education of Homeless Youth Policy**

For purposes of this policy and to comply with the McKinney Vento Homeless Assistance Act the term “homeless youth” means:

* an individual who lacks a fixed, regular, and adequate nighttime residence;

and

* an individual whose primary nighttime residence may be but is not limited to:

a. a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);

           b. an institute that provides a temporary residence for individuals intended to be institutionalized; or

           c. a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.

A homeless youth is entitled to equal access to the same free, appropriate public education as provided to other students. The lack of a permanent residence and/or adequate student records may not be the basis for denying enrollment.

The Superintendent will give special attention to ensuring the enrollment and attendance of youth who are homeless and not currently attending school. The Superintendent will appoint a liaison for homeless youth. The District homeless liaison will help homeless youth and their families’ access community and district resources.

A person who has a concern or complaint regarding placement or education of a homeless youth may contact the building administrator or District homeless liaison. A written complaint may be filed in accordance with the District Uniform Complaint Procedure.

Cross Reference:    1.28 Uniform Complaint Procedure

Legal Reference: 42 U.S.C. § 11431, et seq. McKinney Homeless Assistance Act

§ 20-5-101, MCA Admittance of child to school

Policy History:

Adopted on: 7.10.2007

*Helena Public Schools*

*McKinney-Vento Questionnaire*

Enrolling School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB: \_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_

Parent’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current Living Situation:

* Temporary living with another family
* With an adult not the student’s legal guardian, or alone without an adult
* In a hotel/motel
* In a vehicle, park or campground
* In an emergency shelter or transitional housing
* Moving from place to place (couch surfing)

Current Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student is eligible for following services (please check next to the service needed):

* Emergency clothing, school supplies
* Immediate access to free breakfast and lunch program
* Transportation from residence to home school
* Immediate enrollment
* Weekend food pack program
* Academic assistance
* Assistance with accessing community resources
* Other:

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Coordinator Signature School