

# **RSU 83/MSAD 13**

## **A Parent's Guide to Title I Services**



## **Moscow Elementary School & Upper Kennebec Valley Jr./Sr. High**

Updated August 2025

# INTRODUCTION

This handbook is designed to provide parents and guardians with information about the Title I Program in RSU 83/MSAD 13. Every child is eligible to receive support in reading and/or math in the Title I Program at the Moscow Elementary and Upper Kennebec Valley Jr./Sr. High Schools. We hope you will use this handbook as a resource guide throughout the school year.

Research shows that parents play a very important role in helping their children to achieve the high academic standards established by the Maine Learning Results. When parents are actively involved in their children's education, children do better in school and schools improve. When schools, families and community groups work together to support educational endeavors children are more successful, stay in school longer and are more likely to continue education past high school.

Each school district with a Title I Program must have a parent involvement policy and a parent compact. Our district's Parent Involvement Policy was adopted by the School Board and is included in this handbook. The parent compact identifies rules and responsibilities schools, parents, and students agree to do to share the responsibility for improved student achievement. The goal of our Title I Program is to work with parents to develop programs in which students will succeed in meeting academic standards set by the Maine Learning Results. Your participation in school activities and decision-making is very important to our success and your child's success as well.

# **School-Wide TITLE I SERVICES**

Title I is part of the No Child Left Behind Act (NCLB) of 2001 that aims to improve the performance of our primary and secondary schools. Students in qualifying schools who need extra help in reading, mathematics, or both may participate in the federally funded Title I Program. Most of these schools are elementary schools.

Schools qualify for funds based on economic need. Any child at the school, however, may receive Title I services if he or she has the educational need.

Selection of students is based on test results (See Assessment section for explanation of assessments), classroom performance, and teacher referral. Students showing the greatest educational need are selected first; other students are served if space is available. All new students entering the school district will be given the NWEA assessment. If it is determined that he/she is eligible for Title I services, they will be provided services on a need basis. A student entering the district any time during the school year, who had Title I services at his/her previous school, will be provided additional interventions as needed.

All students receive core instruction with the regular classroom teacher and then receive additional small group, one on one, or classroom setting instruction provided by their teacher and Title I staff as needed. Classroom teachers and educational technicians work together to plan additional instruction for each student and will assess throughout the year how well the student is progressing. Instructional modifications will be made as assessment data is collected and analyzed.

The school will hold an annual Title I parent meeting. This meeting and others will provide information about the Title I Program, school curriculum, assessments and proficiency levels and will involve parents in review and planning of the Title I Program.

Parents will be kept informed of their child's program and are encouraged to meet with their child's teachers and to attend workshops/meetings on how to help their child. Teachers are available to answer questions concerning the student's participation in Title I throughout the year. (See district personnel list for schools and phone numbers.) We will arrange meetings at flexible times as necessary.

Parents are kept abreast of their child/children's progress through periodic reports and/or report cards. Classroom teachers and Title I staff meet regularly to discuss a student's progress and most recent assessments. If the team determines that a child has made significant gains, the student will no longer require additional interventions. Parents will be notified in writing if a student qualifies for intensive interventions. These intervention services may last a few months or the entire year, depending on the academic gains of the child. Parents, teachers, and students all have responsibilities in the educational process as outlined in the Parent Compact.

# **HOW STUDENTS QUALIFY FOR TITLE I**

The School-Wide Plan in RSU 83/MSAD 13 ensures all students have access to quality instruction and small group Tier I interventions in the classroom. A student may be referred for Tier II and Tier III interventions by the classroom teacher after NWEA, aimsweb, and or MEA/PSAT/SAT testing, classroom teachers' observations, and classroom assessments have been completed. (See assessment page for descriptions of these assessments)

Once students have been assessed, they may receive Tier II or Tier III interventions if they are six months or more below their current grade placement, they consistently perform below grade level expectations on local assessments, their classroom performance is consistently below their expected performance level and/or their scores are below the 25<sup>th</sup> percentile on standardized assessments. Tier II assistance and intervention may take place in the classroom or in small groups outside the classroom. Interventions are typically provided by Title I paraprofessionals and prescribed by the classroom teachers.

If a student needs more intensive Tier III interventions, the classroom teacher will fill out a recommendation form, a letter will be sent home, and a team will convene to determine interventions. You will be invited to join the team in developing general goal and assessment protocols.

## **RSU 83/MSAD 13 School-Wide Program MTSS**

When a student is being considered for Tier III intervention(s), the following steps will be taken:

- The classroom teacher and/or intervention staff will communicate with the parents about the need for additional support. The classroom teacher and/or intervention staff will explain the School-Wide Program as it applies to MTSS. Any additional intervention (Tier II and/or Tier III) is supplemental and does not take the place of classroom instruction. If a student is determined to the program, the classroom teacher remains the primary source of instruction. Title I paraprofessional typically provide the supplemental instruction under the guidance of the classroom teacher.
  1. The classroom teacher will fill out the student data sheet and the referral forms.
  2. All forms are to be reviewed and signed by the building principal. Parent notification letters, the parent involvement policy, the student's objectives and an invitation to participate in meetings will be sent home.
  3. All forms will be kept on file by classroom teachers.
  4. Student file will include goals/objectives, assessment data, and communications by parents, teacher and Title I staff.
- A team meeting will be held to address teacher/parent concerns and student strengths. An action plan will be set up to target teacher concerns and scaffold student academic needs.

# ASSESSMENTS

Tests used to help determine need for interventions are described below:

## Maine Educational Assessment

The Maine Educational Assessment NWEA is used by participating states to meet *No Child Left Behind Act* requirements for testing ELA/Literacy and Mathematics once each year from grades 3 through grade 8. The MEA is designed to assess learning from the current teaching year in the Spring of that year. The administration date window for the 2025-26 school year runs from 4/13/26 - 5/29/26.

## PSAT 8/9, PSAT10, PSAT and SAT

The PSAT 8/9, PSAT 10, PSAT and SAT (11<sup>th</sup> grade) will be used for grades 8-11 to provide teachers with a snapshot of student performance and college readiness. The PSAT is administered in October and the SAT will be administered on 4/9/19 with a make-up date of 4/23/19. Teachers receive a detailed score report and know which questions students had trouble with which helps them target instruction and interventions.

## Northwest Evaluation Association (NWEA)

The Northwest Evaluation Association's (NWEA) computerized Measures of Academic Progress (MAP) provides teachers, students and parents with an accurate assessment of student progress in mastering the basic skills in reading, language use, and math. Students in grades K-12 take these tests in the fall, winter and spring. When administered at regular intervals over time, it is possible to determine whether a student is making satisfactory progress in basic skill areas. Teachers can use this assessment information for instructional planning for individual students as well as for an entire class.

## aimsweb<sup>TM</sup> Plus

aimsweb<sup>TM</sup> Plus is a Curriculum Based Measurement (CBM) that provides benchmarking and progress monitoring for K–8 foundational reading and math skills, as well as a screener for behavior. Using aimsweb<sup>TM</sup> Plus, we can identify and group at-risk students early, monitor and report student progress, and predict performance on grade-level expectations. aimsweb<sup>TM</sup> Plus helps teachers manage the *entire assessment cycle*—fall, winter, and spring benchmarking—identifying the students that are at risk of falling through the cracks, then monitoring their progress weekly. Immediate results help quickly plan individualized teaching and interventions while preserving valuable classroom instruction time. Students scoring below the 40<sup>th</sup> percentile may be progress monitored more frequently than three times per year.

## RSU 83/MSAD 13 MTSS Referral

Date:

Dear Parents/Guardians,

Your student's teacher, \_\_\_\_\_, has suggested that your student, \_\_\_\_\_, receive additional help in reading and/or math through the MTSS Referral Process. Recent test scores, assessments, and classroom performance support the concern of the classroom teacher. The process is designed to provide your child with concentrated instruction in this area in an effort to raise his/her academic performance in the classroom.

The MTSS referral is a regular education program that strives to support, reinforce and supplement the classroom curriculum. The programming is based on the specific needs of each child using scientifically researched based supplemental materials. It is designed to develop self-reliant, independent problem solvers, and active thinkers.

Your child will be given the opportunity to work with a staff member to strengthen his/her reading and/or math skills. Depending on your child's specific needs, this additional support may occur in a one-on-one, small group, or classroom setting. This additional instruction will not take the place of classroom instruction.

In closing, we are pleased to be able to provide this service for your child. This is a partnership between home and school. We appreciate parents taking an active part in the education of their child. If you have any questions or concerns, please contact your child's classroom teacher or Sandra MacArthur: Title I Coordinator, at 672-5502.

Thank you in advance for your support.

Sincerely,

Sandra MacArthur, Special Education Director

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RSU 83/MSAD 13  
PO Box 649  
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207-672-5502**

**2025-26 School Year**

## **SCHOOL - PARENT COMPACT**

To help all students achieve high standards, we will work together to make this happen.

### Parents will ..

- \*Communicate with teachers openly and often
- \*Attend parent/teacher conferences and school functions
- \*Keep in contact with teachers about homework
- \*Follow up on student's homework and help them if necessary
- \*Support the school's Code of Conduct and Behavior Expectations
- \*Communicate with your child about conduct, responsibilities, manners, behavior and bus rules
- \*Foster respect for education and educators
- \*Encourage reading at home – read to your children, keep reading materials around let children read to you
- \*Set educational short term goals and personal goals with your child
- \*Make sure your child attends school every day rested, clean, and ready to learn
- \*Show pride and praise your child's work every day
- \*Establish a regular study time, meal time and bed time
- \*Listen to your child
- \*Volunteer in school if you have time
- \*Ask questions – communicate with staff and others
- \*Avoid spreading hurtful gossip or rumors – ask first

### Students will...

- |   |   |
|---|---|
| *Keep a positive attitude                   | *Think about your work  |
| *Ask questions                              | *Never say you can't  |
| *Listen to adults and all staff             | *Establish a goal and a dream                                     |
| *Be polite                                  | *Get plenty of rest   |
| *Do your homework                           | *Ask your parents for help  |
| *Try to do your best                        | *Say what you mean-feel confident in telling adults what you need |
| *Practice your skills at home and at school | *Be responsible for your work and yourself                        |
| *Contribute answers and learn from others   | *See the time spent at school as valuable                         |
| *Keep working to make things better         | *Be respectful of others and yourself                             |
| *Be organized – stay organized              | *Be helpful to others   |
| *Practice reading all kinds of materials    | *Pay attention in class   |
| And keep track of what you have read        | *Remember your materials for class                                |

### Teachers and Staff will...

- \*Be positive role models
- \*Treat students and parents with respect
- \*Provide consistent, positive discipline and Reinforcement
- \*Listen to students
- \*Provide students with opportunities to Express concerns
- \*Communicate regularly with parents
- \*Provide students with the help they need
- \*Accommodate different learning styles
- \*Provide a curriculum to meet students' needs
- \*Provide meaningful assessments
- \*Provide a pleasant atmosphere that is conducive to active as well as quiet learning
- \*Establish a positive classroom climate that is accepting of all people
- \*Focus on teaching and students during class time
- \*Provide a healthy and safe environment
- \*Be a team member with all staff and with parents
- \*Remember that parents know their children best
- \*Provide more opportunities for all students, parents and school staff to be involved in students' education
- \*Schedule parent/teacher conferences

## LEARNING PARTNERS

### ***Let's Succeed in School***

To succeed in school, parents need to be involved in their children's learning. It's important to be involved early, and it's important to stay involved. Learning the skills for success takes place at home as well as at school. Here are some of the things that parents can do at home and at school.

#### *At Home*

- \*Ask questions about things your children are learning and doing and encourage them to give you lengthy answers. Ask probing questions – What did you think about that, What does that mean?
- \*Keep books, magazines, and newspapers available. Use them yourself to show you value learning, too. Encourage your child to read to you.
- \*When possible have paper, pencils, crayons, and washable markers handy. This encourages children to practice writing and to be creative.
- \*Watch TV with your children and talk with them about the things you like and dislike about the shows. Be sure to limit viewing time and restrict inappropriate shows.
- \*have a special place and time for studying that is quiet and free from distractions.
- \*Expect your children to succeed in school. Encourage them every day with praise for hard work and a job well done.

#### *At School*

- \*Share information with teachers so that they know what is happening at home.
- \*Tell teachers what they need to know about your child. Teachers know the FERPA Laws and will keep confidential information confidential. Make special needs known immediately.
- \*Tell the secretary immediately if your phone number has changed.
- \*Attend the student led conferences at school. Show interest in what they are learning.



## *ACITIVITIES FOR SUCCESS*

### **What Do You Hear?**

*For young children  
(K – 2<sup>nd</sup> grade)*

Listen is a skill that young children need to succeed in school.

1. Make up a story. You make up one Sentence, and then your child makes up one sentence. Repeat until you're ready to end it.
2. With a group, all but one person close their eyes. The person with eyes open makes a sound (with keys, paper, a spoon tapping a glass) that everyone else tries to guess
3. Clap your hands to tap out a rhythm. Have your child listen and then clap that same rhythm back to you.

### **Where Did I Put That?**

*(K – 12<sup>th</sup> grade)*

Being organized will help a child control his or her learning activities. This will increase your child's self-confidence.

1. Turn a cardboard box or milk crate (big Enough for notebooks) into a special school box to hold all school things when your child comes home. The box would keep homework, books, hats, gloves, supplies, and other thing needed for the next school day.
2. Have your child decorate the box with pictures, words, or artwork and his or her name to make it his or her own. Each child in the family can have a separate box.

## **A Daily Family Routine**

*(K – 12<sup>th</sup> grade)*

The goal is to encourage children to be self-reliant while having structure and rules. Family members can provide the structure and work together to set the rules.

1. Assign chores and household tasks.
2. Encourage good health habits (proper rest and exercise, nutrition, and regular meal schedules).
3. Eat meals together.
4. Have a firm bedtime.

### **How Much Time Will It Take?**

Before your child starts a project, plan out how long it will take to do each step.

1. Choose a big assignment to talk about, such as a research project. Write down the steps needed to complete the job.
2. Work backwards from when the project is due. Estimate how long each step will take and decide when that step must be started to meet the deadline. Put start and finish dates next to these steps.
3. Arrange the steps of the assignment on a calendar or homework chart.

**Resources:** Information was based on *Helping Your Child Succeed in School; Strong Families, Strong Schools; and Hard Work and Higher Expectations*, U.S. Department of Education.

# **Title I Parent Guide and School-Parent Compact Acknowledgement**

Please review the School-Parent Compact with your student. This compact may be discussed with you during a parent teacher conference in relation to your student's progress in school.

I, \_\_\_\_\_, acknowledge that I have read and understand the contents of this Title I Parent Guide and School-Parent Compact.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

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

Please contact Sandra MacArthur, ESEA Coordinator, at (207)672-5502 for more information.