

A Parent's Guide to Title I Services



Solon Elementary
School

2025-26

RSU #74

Mission Statement

The school community of RSU #74 will work together to raise the aspirations of all students by providing them with lifelong skills that they may become self-sufficient contributing members of society.

Solon

Mission Statement

The school community of Solon will be instrumental in enabling their students to achieve the knowledge they need, in a safe and healthy environment, so that they will become well-rounded productive members of society.



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Introduction

This handbook is designed to provide parents and guardians with information about the Title I programs in RSU #74. You will be notified if we are requesting your permission for your child to receive support in reading and/or math in the Title I program at our school. 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 of Maine's Learning Results and the Common Core State Standards. When parents are involved in their children's education, children do better in school and schools improve. When schools, families and community groups work together to support education, children tend to do better in school, stay in school longer, and like school better.

Each school with a Title I program must have a Parent Involvement Policy and a Parent Compact. A school's Parent Compact identifies what 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. Your participation in school activities and decision-making is a key to our success and your child's success

Title I SERVICES

This is part of the Every Student Succeeds Act (ESSA) of 2015 that aims to improve the performance of our primary and secondary schools. Students in targeted assistance 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 judgment. 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 assessments. If it is determined that he/she is eligible for Title I services, he/she will be provided when space is available. A student entering the district any time during the school year who had Title I services at his/her previous school is eligible for Title I services.

Students in the Title I program receive core instruction with the regular classroom teacher and then receive additional small group, one on one, or classroom setting instruction provided by the Title I staff. Classroom teachers and Title I staff work together to plan additional instruction for each student and to assess how well the student is progressing.

Parents are kept well informed of their child's program and are encouraged to meet with their child's teachers and to attend workshops on how to help their child. The classroom teachers and Title I ed techs attend parent/teacher conferences and are available to answer questions that come up concerning the student's participation in Title I throughout the year. (See district contact list for schools and phone numbers)

Parents are kept abreast of their child/children's progress through quarterly reports sent home with the report cards. Periodically, classroom teachers and Title I staff will meet to discuss a student's progress and most recent assessments. If the team determines that a child has made significant gains, the student will re-enter the appropriate reading or math group with the classroom teacher and will be dismissed from Title I.

How Students Qualify for Title I

Students in grades K - 5 may be referred after NWEA testing, DRA testing, DIBELS testing, local assessments, and/or classroom assessments have been completed. (See assessment page for descriptions of these assessments.)

Once students have been assessed, they may qualify for Title I assistance if they are six months or more below their current grade placement, they consistently perform unsatisfactorily on local assessments, their classroom performance is consistently below their expected performance level and/or their scores are below the 25th percentile on standardized assessments.

Once testing is completed and/or the teacher makes a recommendation, a letter notifying parents and requesting permission to provide services will be sent home. Once permission is granted, the student can receive Title I services.



RSU #74 Title I Program

Procedure for Student Referral

When a student is being referred for Title I assistance, the following steps will be taken:

1. The classroom teacher and/or Title I staff will communicate with the parents about the need for Title I services. The classroom teacher and/or Title I staff person will explain that the Title I program is a supplemental program and does not take the place of classroom instruction. If a child is admitted to the program, the classroom teacher remains the primary source of instruction. Title I staff provide the supplemental instruction.
2. The classroom teacher will fill out the student data sheet and the referral forms.
3. All forms are to be reviewed and signed by the building principal. Parent notification letters and the student objectives will be sent home.
4. All forms will be kept on file by Title I staff.
5. Each student accepted into the program will have on file a copy of the permission slip, a copy of the objective form, DRA testing information, any other testing information, and the parent, teacher, or Title I notes gathered throughout the year.

ASSESSMENTS

Tests used to determine eligibility for Title I services are the assessments described below:

NWEA/MEA

Our district has used the Northwest Educational Association's Measures of Academic Progress as our district assessment for a number of years. At the elementary level, this computerized test has been administered to all students in grades K-5 three times a year in the fall, winter, and spring to measure students' progress in reading and math. This enables us to find out whether an individual student, or an entire grade level, is making satisfactory progress in these basic skill areas. Teachers use this assessment information for instructional planning for individual students or an entire class.

NWEA is the Maine Educational Assessment (MEA) for students in grades 3-8 and 10 (or second year of high school). The Maine Department of Education requires that we test students in those grades in September/October and May in reading, language usage, and math. In addition, students in grades 5, 8, and 10 will take a science test in May.

RSU #74 will administer the tests required by the Maine Department of Education and will continue a winter administration of the NWEA to check students' progress halfway through the school year so that adjustments can be made in students' programs if needed.

Developmental Reading Assessment (DRA)

The Developmental Reading Assessment is given to students who may be eligible for Title I services in grades 2-5 in the fall. Through oral reading records and retellings of the material read, the DRA determines the independent reading level and helps the teacher plan instructional strategies and goals for individual students. The DRA is given in the spring to all Title I reading students to assess progress.



Certified Teacher Information

We in RSU #74 are giving you this information as one way to fulfill our obligations under the "Parents' Right to Know" requirements for the federal Every Student Succeeds Act (ESSA). Under these requirements, teachers must meet general qualifications as well as the specific requirements of the subject they are teaching. This means we will be informing parents whenever a child is taught for four consecutive weeks by a teacher who does not have full certification.

Maine has some of the most qualified teachers in the country, and we are extremely proud of our teaching staff. We work hard to ensure that every class has a teacher with appropriate background, experience and credentials for his or her current teaching assignment.

We believe that caring, competent, and qualified teachers for every child are the most important ingredient in education reform, and we want to assure you that we consider all our teachers to be fully qualified for their positions. All of our teachers are currently entitled to teach under Maine's strict certification requirements. All of our teachers have college degrees and many have advanced degrees. In addition, every teacher continues his or her own learning through professional development activities, and our teachers are evaluated each year to make sure that their teaching skills remain at the highest level.

Most teachers are fully certified in the area(s) in which they teach. Those teachers who do not meet this federal standard will be able to do so by engaging in additional professional development or by passing a test. These teachers will have a deadline established to do so.

Additional information on the ESSA Act, as well as on the qualifications of your child's teacher, is available on request. Please contact your child's principal if you have questions or would like further information. Working with parents is an important aspect of our efforts to help students learn, and we welcome your interest.



RSU 74
Title I

Date:

Dear Parents/Guardians:

Your child's teacher, _____, has suggested that your child, _____, receive additional help in reading and/or math through the Title I Program. Recent test scores, assessments, and classroom performance support the concern of the classroom teacher. The Title I Program is designed to provide your child with concentrated instruction in this subject area.

The Title I Program is a regular education program that strives to support, reinforce, and supplement the classroom curriculum. The program is based on the needs of each child, and it is designed to develop self-reliant, independent problem solvers.

Your child will be given the opportunity to work with a Title I staff member to strengthen his/her (reading 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.

In closing, we are pleased to be able to provide this kind of service to your child. Title I 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.

Thank you for taking the time to sign and return this letter.


Sincerely,


Jean Butler
Solon Elementary School

I give permission for _____ to be enrolled in the Title I Program.

Questions or Comments _____

Click on the links below to view the Title I Objective Sheet and Progress Report.

 [Objective sheet.pdf](#)

 [Progress Report.pdf](#)



Solon Elementary School
PARENT INVOLVEMENT POLICY

Solon Elementary School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Activity/Task(What will be done)	Staff Responsible(Who will be doing what)	Timeline(When it will be done)	Steps(How it will be done)
*Make contact with Title I parents	*Title I staff *Title I coordinator	*Fall Open House	*Talk to parents during Open House
*Convene a meeting for parents and Title I staff	*Title I staff *Title I coordinator	*Spring	*Send invitations and reminder letters to parents *Develop agenda
*If needed, follow-up meeting held the next fall	*Title I staff *Title I coordinator	*First month of school	*Parent invitation sent out to students' homes

2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.

Activity/Task(What will be done)	Staff Responsible(Who will be doing what)	Timeline(When it will be done)	Steps(How it will be done)
N/A - no school wide program			

3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

Activity/Task(What will be done)	Staff Responsible(Who will be doing what)	Timeline(When it will be done)	Steps(How it will be done)
*Annual meeting to revise policy and compact	*Title I staff *Title I coordinator	*Annually in the spring	*Parent contact during Open House
*Present all Title I parents with access to the online Title I handbook	*Title I staff *Title I coordinator	*Annually in the fall	*Parent invitation to become involved in the revising of the Parent Involvement Policy

4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Activity/Task(What will be done)	Staff Responsible(Who will be doing what)	Timeline(When it will be done)	Steps(How it will be done)
*Create an informational brochure/pamphlet and handbook for parents	*Title I staff *Title I coordinator	*Annually in the fall	*Online version made available to parent at Open House or sent home
*Provide information about Title I programming	*Title I staff *Title I coordinator	*Annually in the fall	*Title I online handbook

5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes 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 meet.

Activity/Task(What will be done)	Staff Responsible(Who will be doing what)	Timeline(When it will be done)	Steps(How it will be done)
*Provide information about the school curriculum, standards, and assessments	*School principal *Title I coordinator	*Fall and throughout the year	*Title I handbook *School newsletters *School website *Test results *Materials sent home by teachers

6. On the request of parents, provide opportunities for regular meetings for parents 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.

Activity/Task(What will be done)	Staff Responsible(Who will be doing what)	Timeline(When it will be done)	Steps(How it will be done)
*Meet parents	*Title I staff *Title I coordinator	*Fall	*Hold Fall Open House
*Provide information to parents and seek input	*Title I staff *Title I coordinator *Regular ed teachers	*Throughout the school year	*Hold Fall Open House *Hold Parent Meeting *Hold parent-teacher conferences
*Hold Parent-Teacher Conferences	*Title I staff *Classroom teachers	*October/November	*Teachers contact parents and set up meetings

7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

Activity/Task(What will be done)	Staff Responsible(Who will be doing what)	Timeline(When it will be done)	Steps(How it will be done)
*Share student test results on the Maine Educational Assessment	*School principal	*Fall(to discuss testing done the previous spring)	*Principal discusses results with students *Results sent home to parents

8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Activity/Task(What will be done)	Staff Responsible(Who will be doing what)	Timeline(When it will be done)	Steps(How it will be done)
*Notification (letter) goes home to parents with explanation	*School principal	*School year - ongoing	*Ongoing monitoring

Solon Elementary School

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SCHOOL-PARENT COMPACT

Solon Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2025-26.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Solon Elementary School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Activity/Task(What will be done)	Staff Responsible(Who will be doing what)	Timeline(When it will be done)	Steps(How it will be done)
*High-quality instruction given to students who will benefit from the Title I Program(pull-out or in-class)	*Title I staff *Monitored by Title I coordinator	*School year *Summer School	*Student selection *Notification to parents *High-quality instruction matching needs of individual students
Family Literacy/Math Night(s)	*Title I staff	*Spring	*Organization to involve students and parents in literacy/math activities

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

Activity/Task(What will be done)	Staff Responsible(Who will be doing what)	Timeline(When it will be done)	Steps(How it will be done)
*Parent/Teacher conferences	*Title I staff *Classroom teachers	*October/November	*Organized with classroom teachers so Title I staff can meet with parents

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Activity/Task(What will be done)	Staff Responsible(Who will be doing what)	Timeline(When it will be done)	Steps(How it will be done)
*Mid-quarter progress reports for grades 3-5	*Classroom teachers	*Mid-quarter	*Prepared and sent home to parents
*Quarterly Title I report cards	*Title I staff	*Quarterly	*Prepared and sent home to parents
*Synergy for checking grades	*On-line and available to parents and students in grades 3-5	*Always available	*Always available on-line
*Notes/phone calls/emails to parents	*Classroom teachers and Title I staff	*Daily, weekly, or at frequent intervals	*Staff will contact parents to let them know how a student's day went, improvements made, concerns, etc.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Activity/Task(What will be done)	Staff Responsible(Who will be doing what)	Timeline(When it will be done)	Steps(How it will be done)
*Provide access to school phone numbers and e-mail addresses of staff	*School principal	*Fall	*Teacher newsletters *District and school websites *Title I handbooks

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Activity/Task(What will be done)	Staff Responsible(Who will be doing what)	Timeline(When it will be done)	Steps(How it will be done)
*Events are advertised and invitations extended	*Faculty *PTO members	*Throughout the school year	*Invitations extended to parents according to needs *Field trip permission slips

Parent Responsibilities

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

- *Support my child's good attendance.*
- *Monitor amount of screen time (TV, computer, video games, etc.).*
- *Volunteer in my child's classroom/school.*
- *Participate, as appropriate, in decisions relating to my children's education.*
- *Promote positive use of my child's extracurricular time.*
- *Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the school district either received by my child or by mail and respond, as appropriate.*
- *Go through my child's papers each week together to be aware of his/her grades*
- *Serve, to the extent possible, on school committees.*
- *Help my child with homework, check that it is completed, and check to see that it is in his/her backpack to return to school.*
- *Show pride in and praise my child's work.*
- *Encourage reading at home (20-30 minutes a day).*
- *Provide my child with the necessary materials for school.*
- *Read to/with my child and keep reading materials (books, magazines, etc.) around.*

- *Listen to my child/ show interest.*
- *Establish a set routine for homework, chores, and family time.*

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Do my homework every day, pass it in, and ask for help when I need to.*
- *Read at least 20-30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*
- *Work my hardest to have good attendance.*
- *Focus/pay attention to the task at hand.*
- *Show self control.*
- *Be responsible and organized.*
- *Take pride in my work/ be neat.*
- *Be kind and respectful to others/ no bullying.*
- *Be honest and truthful.*
- *Follow school/classroom rules.*
- *Earn respect from others through my actions.*
- *Be aware of my grades.*

Learning Partners

Let's Succeed

in School!

To help students 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.
- * Keep books, magazines, and newspapers available. Use them yourself to show you value learning too.
- * Have paper, pencils, crayons, and washable markers handy. This encourages children to practice writing.
- * Watch TV with your children and talk with them about the things you like and dislike about the shows. Be sure to limit screen time.
- * Have a special place for studying that is quiet and free from distractions.
- * Expect your children to succeed in school. Encourage them with praise for hard work and a job well done.

At School

- * Share information with teachers so that both you and they know what is happening in school and at home.
- * Tell teachers what they need to know about your child. Make special needs known immediately.
- * Work as a partner with the teacher to help your child want to learn, gain self-confidence, and succeed in school.

Activities for Success

What Do You Hear?

for young children
(PreK - 2nd grade)

Listening 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 key, 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 the same rhythm back to you.

Where Did I Put That?

for beginning students
(2nd - 4th 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 (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 things 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 own. Each child in the family can have a separate box.



A Daily Family Routine

for more advanced students
(4th - 8th 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.



RSU #74
Title I
LISTING BY SCHOOL BUILDING

Carrabec Community School

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635-2209
Hollye Dunphy, Darcie Nichols, Jessie Cates
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Solon Elementary School

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Title I Coordinator

Vacant

