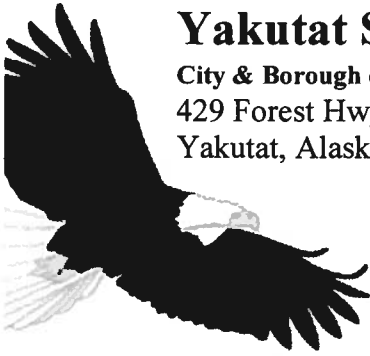


Yakutat School District

City & Borough of Yakutat
429 Forest Hwy. P.O. Box 429
Yakutat, Alaska 99689

District Office (907) 784-3317
High School (907) 784-3318
Fax (907) 784-3446



Title I Handbook

Mission Statement:

The mission of the Yakutat School District is to provide each student with positive educational experiences in a broad range of subjects that reflect community values and individual needs. These experiences will be provided in a safe environment that will foster academic excellence, creativity, and promote cooperative and individual achievement. Students will learn and practice the skills necessary to participate as a responsible citizen in a global economy.

Identifying Students

1. SCREENING

Test Scores: Students must score “below proficient” or “far below proficient” in reading comprehension, total reading, total writing or total math. Students “Not Passing” the High School Graduation Qualifying Exam also qualify for Title I in the area of deficiency. Students must re-qualify each year. Just because they received services one year does not automatically qualify them for the next.

2. TEACHER RECOMMENDATION

After screening for the students who qualify based on test scores, the students must then have a teacher recommendation for services. This means that a teacher needs to confirm that the test scores are accurate in their reflection and the student needs remedial assistance. The teacher must complete a teacher referral form for each child. (Form A)

3. NEW STUDENTS

If a teacher wants to refer a student for whom we have no standardized test scores, they may do so. The Title I teacher will procure written permission to assess the student; then administer an individual test in the suspected area of weakness (math or reading). Suggested tests would be the STAR Reading or Math Assessment, MAP, Woodcock Reading, WIAT reading, or Key Math. The test must be normed and the student must fall below the 50th percentile to qualify for services. *This would pertain to students in grades K-2 who have not been given a standardized test and to new enrollees.*

Providing Services to Students

1. PARENT NOTIFICATION

Once a student is identified and a teacher has confirmed the need for services, the parents need to be notified of the child's eligibility. (See Form B) Parent permission is not required, but it is recommended that if a parent does not want their child to participate, the Title I teacher will work through the building principal to get parent buy in. This is not a required program so parents have the right to refuse service but must do so in writing.

2. COMPACT FOR LEARNING

As soon as possible, and no later than the Fall Parent-Teacher conferences, a meeting should be conducted to establish a "Compact for Learning" (Form C). This Form establishes the goals for each party to improve student learning over the year.

Basically, it is a Title I IEP. *Copies of the Compacts need to be maintained by the Title I teacher.*

3. PROVIDE SERVICES

Title I is a supplementary service and should not be providing the student's entire program. If a student is being served for reading, Title I services should compliment the program being offered in the classroom. Students should not be pulled from their reading class for Title I services. They should receive service in both programs. It is possible to provide the service in the classroom setting, but you must be careful that you are providing something above and beyond what they would have gotten without the Title I program not just extra help on the same materials. At the Junior and Senior High School, these classes should not replace other core classes. For example, at the Junior High level, Title I math should compliment the student's regular math class. At the High School level, Title I math should not replace another math that is required for graduation. The curriculum materials must be research based and approved through the District Curriculum process. A list of the supplementary materials and programs being used must be turned into the Federal Programs Director by the end of the first quarter if they differ from those identified in District Curriculum.

4. COORDINATION WITH OTHER PROGRAMS

Title I staff should work closely with Special Education and counseling, etc. to assure that students are receiving a well balanced education without undue fragmentation. Students being served in a particular subject (i.e. reading) by the Special Education program, cannot be served in that area through Title I. Student's receiving only reading through Special Education; however, can receive math assistance through Title I.

Parent Involvement

1. PARENT NOTIFICATION

As previously noted, parents should be notified as soon as a student is identified for services.

2. PARENT COMMITTEE

Each site is required to establish a parent committee. Your site administrator should be included on this committee, as well as other staff and parents of Title I students.

- ❖ The parent committee should meet no less than each semester. At each meeting parents should be provided with information/training on how to assist their children. Documentation of the meetings in the forms of agendas, minutes and copies of materials distributed must be sent to the Federal Programs Director.
- ❖ This committee is responsible for assisting with the development of the Title I Site Plan. This plan is due to the Superintendent by May 15 of each year.
- ❖ In addition, each site is required to report to the parents how Title I students are performing each year. This could consist of a report on average grades, average standardized test scores, average pre/post test results and teacher observations of group progress. It should not be a time to report individual successes or failures. It is a report of how well the *program* is working. Documentation of the results and how they were distributed to teachers, parents and community must be sent to the District Office by June 1 of each year.

**Title I Calendar
2009-2010**

August- September:

1. Identify returning students qualifying for Title I services (Form A)
2. Notify parents of students' participation in Title I (Form B)
3. Establish a student file for each student being served to be kept in the Title I classroom.
4. Pre-test all new Title I students in the areas of remediation. Students who were here last year can use the State Assessment Results.
5. Establish Title I parent committee, conduct first meeting and set up meeting dates for remainder of year (minimum of once per semester). Please coordinate this with your site administrator as this committee may be part of a larger school parent committee. *(Keep copies of agendas, minutes and copies of materials distributed)*
6. Send a list of students to be served, the research based programs (other than those adopted by the District) being used, and a site committee roster to the Federal Programs Director *(By Sept. 30)*

August –October:

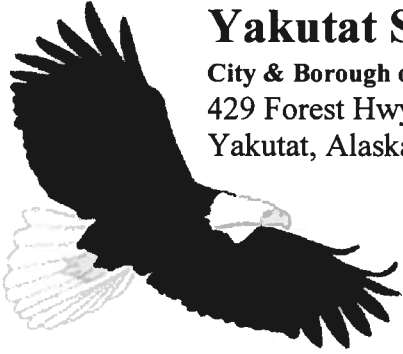
1. Complete "Title I Compact" for each student. Need parent/child/teacher signatures. Keep in Title I student file.

March- May

1. Inform parents of Program success and/or failure. Report to parents on group test scores and progress. This should be done at the parent committee meeting, and should also be provided to a wider audience through a mail-out or inclusion in a site report card (see your site administrator) *(Send copies to Superintendent's Office)*
2. Develop the site plan for the coming school year. This needs to be done prior to May 15. *(Send copies to Superintendent's Office)*
3. Conduct second parent committee meeting. *(Send copies to Superintendent's Office)*

End of Year Checkout (Send the following items to the Superintendent's Office)

1. Student files with Teacher referral, parent notification, and signed compacts
2. Pre/post test results tabulation showing program success or lack thereof.
3. Copies of Parent Committee Agendas and sign in sheets. (no less than 2 meetings and at least one of them has to go over the test results of the program and its success/failure)
4. Copies of mailings sent to all Title I parents reviewing the programs successes/failures
5. Title I Site Plan for upcoming school year



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Title I Referral for Services

Student Name: _____

Grade: _____

Reason for Referral:

Circle the appropriate area(s) of concern: Reading

Writing

Math

Assessment Information:

Alaska State Assessments in the subject area(s) of concern: (Circle the correct category)

Reading:

Far Below Proficient

Below Proficient

Writing:

Far Below Proficient

Below Proficient

Math:

Far Below Proficient

Below Proficient

Other Assessments: Name of Assessment, Date, and Results to be listed below:

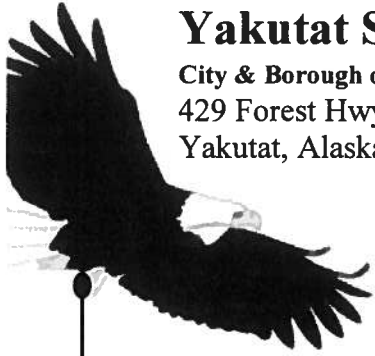
Teacher Verification:

_____ (Yes) Having worked with this student in the subject area of concern, it is my professional judgment that the assessment scores listed above are an accurate reflection of this child's skills and that the child would benefit from participation in the Title I program.

_____ (No) Having worked with this student in the subject area of concern, it is my professional judgment that the assessment scores listed above are NOT an accurate reflection of this child's skills and I do not believe the child requires the services of the Title I program.

Classroom Teacher's Signature: _____

Date: _____



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Date: _____

Dear Parent/Guardian of _____:

Your child has been recommended for the Federally funded Title I remedial program at our school. This recommendation was based on his/her scores on standardized testing and a teacher referral. Students who score below proficient on the State Assessment are eligible for Title I services if a teacher verifies that the test score is an accurate reflection of their skills.

Yakutat Jr.-Sr. High School: 7-12

Your child has been recommended for Title I services in the following class(es): *(Check those applicable)*

_____ Math 7 _____ Math 8 _____ Algebra I _____ Geometry

_____ Language Arts 7 _____ Language Arts 8 _____ Language Arts 9

_____ Language Arts 10 _____ Reading 7 _____ Reading 8

Other class(es) Please list if applicable: _____

Yakutat Elementary School: K-6

List classes that student will receive Title I services:

The goal is to improve your child's academic skills and to have your child reach the "Proficient" level on their State Assessment. The Title I program cannot achieve this on its own. It requires the combined efforts of all involved. In the near future, we will be asking you to join us in outlining how we can all help your child. We will be signing a compact confirming the commitment of all in striving to improve your child's academic achievement.

A key to your child's success is your involvement in their learning. Parent involvement comes in many forms including making sure your child is in school regularly, and assisting your child with their homework or reinforcing concepts being taught at school. All parents at the Yakutat School District have access to their child's attendance, grades and assignments through Power School. If you have not accessed your child's information and do not know how to, be sure to contact the school office. Parents are encouraged to contact teachers if there are ever questions or concern. Please don't feel you have to wait for the school to contact you.

In addition to the involvement you have with your child's education at home, volunteering in your child's class is a great way for you to know first hand what is being studied and how the teacher is approaching various subjects with your child. Volunteering increases your ability to interact and reinforce concepts outside of school and it demonstrates to your child how very important you believe their education is. If you are interested in volunteering, Yakutat School District has many opportunities for parent volunteers. You can find out more by calling the school office.

If you have questions or concerns regarding your child's participation in the Title I remedial education program, please contact me.

Respectfully,

Rod Schug
Superintendent/Principal



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Title I Parent Compact for Elementary School

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

As a teacher, I will:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, homework assignments to reinforce and extend learning
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

As a student, I will:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

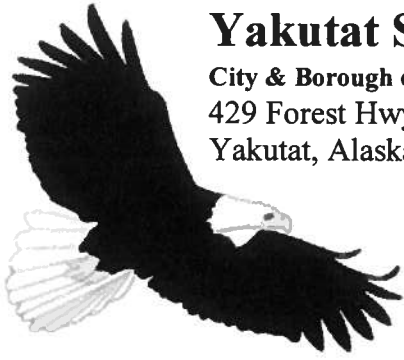
As a parent/guardian or family member I will:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day.
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Student / Date

Teacher / Date

Parent/Guardian / Date



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Parent Compact for Middle Schools

Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

- Believe that I can learn and will learn.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

Student signature/ Date

As a parent/guardian or family member I will:

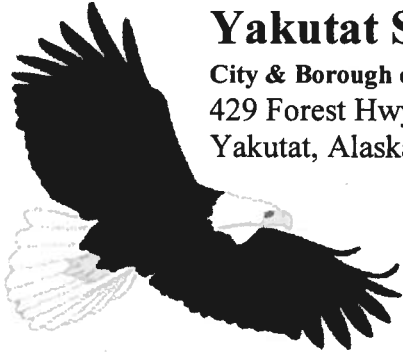
- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Family member signature/ Date

As a teacher I will:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other school staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Teacher signature/ Date



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Parent Compact for High School

Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

- Believe that I can learn and will learn.
- Come to school and class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

Student signature / Date

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Provide a quiet, well-lighted place for studying
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Family member signature/ Date

As a teacher I will:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other school staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Teacher signature/ Date

Title I Site Plans 2009-2010

Yakutat School K-12

Title I Site Committee :(administration, staff, parents and students, if appropriate)

Review of Current Program and Student Progress

1. Based on current information, how did Title I students progress over the past year?

2. Is progress satisfactory? Yes No

If not, what factors do you believe are interfering with progress?

Site Plan for Upcoming School Year

3. What criteria will be used to identify students for Title I services? (Test scores, teacher recommendation, etc)

4. Based on current information, how many students do you anticipate will qualify for Title I services?

5. Give a detailed description of the instructional services to be provided by the Title I program at this site during the 2009-2010 school year.

6. Does this site plan to offer any extended time programs?

Yes No

If yes, please describe in detail what that program will include.

7. What will this site do to promote parent and family involvement?

8. What site based professional development will be addressed during the coming year?
Please include plans to address staff (not limited to Title I staff) meeting the HQ criteria of NCLB.

9. Does this site plan to address Preschool programming through Title I?

10. Describe any plans to provide any non-academic support services.

11. Please describe how Title I will be coordinated with other school programs. (Special Education, ELL, etc)