

How can I help my child at home?

- Read to and with your child daily (15-30 minutes)
- Provide a quiet and well-equipped place to do homework and encourage good study habits.
- Communicate with your child's teacher on a regular basis
- Ask your child about the things they are learning in school
- Encourage your child to pursue individual interests
- Limit screen time (computer and television)
- Review daily math lessons ("Lesson Practice")

What curriculum and materials are used to help Title I students?

In some instances, Title I teachers provide additional assistance to students while they are in their regular classroom participating in their core grade-level curriculum. Some students leave their regular classroom to participate in an intervention curriculum, either one-on-one with a teacher or in a small group. Genesee schools makes every effort to carefully select core and intervention curricula that is research-based and proven effective.



Will my child be exited from Title I?

It is our goal to be able to exit all students from the Title I program once they are able to meet grade-level expectations. Consistent proficient scores on progress monitoring assessments and more formal State tests along with adequate classroom performance are indicators that a child no longer needs additional academic help. Typically, Title I students that received services will be "monitored" for approximately one year and then exited from the program if academic performance is sustained. A letter is sent to parents to notify them when their child is exited from the program.

What if my child continues to struggle?

Unfortunately, some students who receive Title I services continue to struggle in academic areas, in spite of having extra support. Interventions are often altered as needed to better meet the needs of students. However, if these adjustments still don't produce the desired result, students are referred to a school problem-solving team. This team explores a wide variety of areas that could contribute to a child's difficulty in school (instruction, curriculum, environment, etc.). Parents are notified when this referral is made and become vital team members in the process of determining the next step in helping a child. Some students will begin a completely different intervention. Other students may be placed on an intervention plan (I-Plan), and still others may qualify for special education services.

Title I Contacts:

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Principal & Title I Director
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Jody Mayer— Title I Math Teacher
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Title I Program

Information for Parents

A Parent's Guide to the Genesee Title I Program

What is Title I?

Title I is a federally funded program that provides additional academic help to students who are struggling in reading, math, and/or writing. The goal of Title I is a high-quality education for every child.

Why was my child referred for Title I services?

Students who are consistently not meeting grade-level expectations on assessments and in the classroom, are referred to the Title I program by classroom teachers. Your child was not making the progress in one or more skill areas typically expected at his or her grade level.

Will every child referred get help?

In Genesee, our goal is to provide academic help to any child who needs it. However, students with the greatest need receive priority when services are limited. A prioritized list is developed annually and students are ranked based on financial need, disabilities, homelessness and assessment performance.



What happens once my child is referred to the program?

- Classroom teachers initiate a referral.
- Parents are contacted by the classroom teacher
- Additional assessments may be conducted by Title I staff if needed.
- A specific program is designed to meet a child's academic needs.
- Often, Title I staff meet with parents to review assessments, sign a parent-teacher compact, and review the service to be provided (often during fall conferences).
- Occasionally, students have already been receiving informal interventions or help in the classroom before they are entered into the program. In this case, parents have already been notified of this service and a parent-teacher compact is sent home to be signed.



What is a Parent-Teacher Compact?

A Parent-Teacher compact is an agreement between the school and the family. It identifies the responsibilities of the parents, students, and the Title I teacher to provide the greatest chance of the intervention succeeding.

What assessments are used in Title I?

- Curriculum Based Measures (CBMs) - brief assessments in reading, math and writing administered to all students, 1st-6th three times a year. These assessments are used to screen all students and determine which students may need additional help.
- Diagnostic Tests—these are used to help determine which areas in particular a child is having the most difficulty with (fluency, phonics, sight words; problem-solving, number sense, measurement; grammar, spelling, etc.).
- Progress Monitoring—brief assessments administered every 1-2 weeks to determine if interventions are effective.
- State Assessments—the IRI and ISAT are administered to all students. The results provide valuable information to Title I staff that helps in the design of instructional programs.
- Classroom tests—provide additional information on a child's progress.

How will I know how my child is doing?

- Monthly progress monitoring reports—communication that will give information on how your child performed, in relation to the ultimate goal, during the month
- Quarterly progress reports—a more specific report that communicates how your child performed over a longer period of time