

Specific Title I Questions Answered

Q. Why is my child eligible?

A. MCS criteria for Title I Assistance is based on 1) Classroom teacher recommendation 2) Performance and Standardized tests 3) Title I Reading/Math competency testing

Q. Will this program cost me more?

A. No, there is NO cost to families or MCS.

Q. How long will my child need to remain in Title I?

A. The amount of intervention by the Title I teacher will be prioritized by your child's determined need. If the student performs to a satisfactory level as determined by the Title I teacher and the student's regular classroom teacher, then the intervention will end.

Q. May I refuse this intervention for my child?

A. We fully respect your rights to refuse intervention; your child may catch up on their own. However, we highly recommend this FREE service to our school and feel that our Title I teacher can speed up the learning process by seeing your child 2-3 times per week.

Q. Could part of a Title I period be used for supplementing basic skills, and part of the time be used for working on homework?

A. Generally speaking, homework completion should not be a regular part of the Title I program. Title I teachers may supplement the primary instruction provided by the regular classroom teacher. Thus, the Title I teacher may pre-teach, reteach or post-teach skills being presented in the classroom. A major component of the Title I program should not be the completion of classroom/homework assignments, but instead should be pre-teaching/re-teaching a skill to the student so that the student has the ability to work on homework without assistance. The goal of Title I is to provide an alternative way to teach a skill to a struggling student so that he/she may do homework independently.

Q. Can students on an IEP also receive Title I services?

A. Yes. Special education students are eligible for Title I services on the same basis as all other students. Special education students cannot be excluded just because they are already receiving extra services.. These students must be chosen, ranked, and served on the same basis as all other students. In addition, local schools may not create a policy saying that they won't double serve students. However, IEP or LEP students are also entitled to additional services required by law because of their disability or their limited proficiency in English. School staff may decide that these additional services required by law are sufficient to enable the student to meet the state's challenging standards, or that a student who is not receiving any additional services is more qualified for Title I services. Every situation and student is unique and should be considered for services on a case-by-case basis. Again, Title I teachers must use their best professional judgment in making decisions as to which students are in greatest need to receive Title I services.

Q. Can parent input be a part of the Title I student selection process?

A. No. Parent input is not an allowable criterion for student selection. Student selection is to be based on objective, educationally related, and uniformly applied criteria. Parent request is not objective, nor can it be uniformly applied to all students in the school. Parents can, of course, visit with their child's teacher if they have academic concerns. The teacher can refer the student for Title I services. Please keep in mind, if a teacher referral is used, the student still must meet two criteria. There must be another area that shows need - test scores, assessments or classroom grades. Schools utilizing teacher referral must have teacher referral worksheets on file to document the student selection process.

Q. How does a Title I tutor select those students who are in greatest need for receiving Title I services?

A. In a targeted assistance school, the Title I teacher must select students from an eligible pool of students who have the greatest need for special assistance. Many times, a school does not have sufficient funds to provide services to all eligible students. Difficult choices need to be made concerning which students to serve. Title I teachers, based on a review of all the information available about the performance of eligible students, must use their best professional judgment in making these choices. It is imperative that the student selection worksheet have a ranking that shows which students are most in need and were selected to receive Title I services.

Q. How are Title I services provided?

A. In Title I, there are basically three choices for instructional delivery models: (1) pull-out, (2) extended day, or (3) extended year summer programs. When choosing a delivery model, remember that all targeted assistance schools must ensure that services provided by Title I personnel, regardless of the model of delivery used, are supplemental.