DOUGLAS PUBLIC SCHOOLS

Title I Handbook

2025-2026

Paul Vieira, Ed.D., Superintendent of Schools
Cindy Socha, Douglas Primary School Principal/Title I Director

"The task of a teacher is not to put greatness into students – it is to find the greatness that is already there."

-Horace Mann

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Douglas Primary School

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Paul Vieira, Ed.D., Superintendent
Cindy Socha, Principal

October, 2025

Dear Parents, Students, and Staff:

Welcome to the beginning of a new school year! We hope you will find the Title I Handbook to be a helpful reference for information concerning our Title I program at the Douglas Primary School and the Douglas Elementary School. The core mission of our program is to do everything possible to ensure our children's success, and one key component of this mission is to promote a close home and school partnership. Thus, all parents are welcome to join the Title I Parent Advisory Council, a group that will meet periodically throughout the year to provide a vehicle for parental input and support.

Under the *No Child Left Behind* law, every school receiving Title I funds must jointly develop with parents a Title I Handbook and a School-Parent Compact (agreement), outlining the ways in which educators, parents, and students will work together to ensure each child's success. The purpose of the Title I Handbook is to describe the school's Title I program, including:

- Criteria for selecting students to receive services, and how these services will be delivered.
- Methods of communication to be utilized in sharing student progress with parents.
- Opportunities for parental involvement through participation in school/family activities.
- A description of how the Title I program will be evaluated.

The compact must do the following:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I, Part A to meet Massachusetts academic achievement standards.
- Indicate the parents' responsibility to work together with the school to support their child's learning, particularly in the subjects where the child needs extra help.
- Outline the students' responsibilities for achieving academic success.
- Emphasize the importance of ongoing communication between teachers and parents.

Thank you again for your support of the Title I Program! We welcome your participation and input at any time as we continually seek to meet the needs of our students.

Sincerely,

Cindy Socha
Douglas Primary School Principal/Title I Director

Douglas Public Schools

Title I Handbook

2025-2026

Title I Administration/Staff

Cindy Socha	Douglas Primary School Principal/ Title I Director
Laura Cordani	Reading Specialist
Cynthia Taudel	Math Teacher
Jacqueline Bessette	Title I Paraprofessional
Maggie Rejmer	Title I Paraprofessional
Meredith Riordan	Title I Paraprofessional

Program Overview: What is Title I?

Title I is a federally funded program designed to strengthen core programs in school districts by providing support services to selected students in order to achieve state standards. The specific instructional programs implemented are scientifically research-based, and serve to support rather than supplant current instructional practice. The key mission of the program is to enable participating students to achieve proficiency in the learning standards outlined in the state curriculum frameworks.

Title I support is provided in the Douglas Public Schools in Grades K-4. A yearly needs assessment is conducted among staff and administration to determine the service delivery of the Title I program. Once the needs assessment is completed, the Title I Director, in consultation with the District Administrative Team, implements the Title I program.

Part One: Student Selection

The core mission of the Title I program is to ensure that all students will reach or exceed proficiency in Reading/English Language Arts and Mathematics. Needs of students are determined through the analysis of assessment results, combined with observations/recommendations of classroom teachers and Title I staff. Students are selected for participation in the Title I program based upon:

- Student performance on the *STAR* Literacy and Numeracy composite measures
- Student performance on McGraw-Hill *Wonders* assessments
- Student performance on Harcourt – "Go Math" assessments
- Previous participation in Title I program
- Teacher recommendation

The process for student selection is as follows:

- Classroom teachers complete a referral form for all students whom they believe would benefit from Title I support during the year. Referral forms reflect grade-appropriate curriculum assessments, classroom performance, and previous eligibility for Title I services.
- The Principal and the Title I staff review all completed referrals and select students for the program, based on assessment results and academic information provided by the referring teacher.
- Parents/guardians are then notified that their son/daughter has been selected to participate in the Title I program, and are sent a letter and form requesting permission for their child to participate. This letter encourages parents/guardians to contact their child's teacher and/or the Principal with any questions.
- If at any time during the school year, the classroom teachers and Title I staff determine that the child is progressing to the point that he/she no longer needs Title I services, or if it is determined that a child requires further assessment, parents will be notified.
- An overview of the Title I program is presented to parents at the annual Title I Parent Informational Meeting held in the fall, and parents are given the opportunity to ask any questions and meet the Title I Staff. Parent involvement in the Title I program is encouraged and parent volunteers are sought to serve on the Title I Parent Advisory Council.

Part Two: Implementation

The Douglas Public Schools Title I program makes every effort to dovetail instruction to support what is happening in the regular classroom. The Title I staff work collaboratively with the classroom teachers in planning and implementing instructional strategies and classroom literacy/mathematics activities designed to meet the needs of all learners. Classroom instruction is delivered in small groups focused on targeted skill areas. The small-group instruction is provided based on the appropriate level of the students involved, and is designed to maximize academic progress.

Title I support is designed to supplement rather than supplant classroom instruction. All lessons are developed in accordance with the standards and requirements outlined in the Massachusetts Curriculum Frameworks. Materials and instructional practices are selected to assist all students in meeting grade level expectations and mastering the Frameworks' Standards. The Title I program is designed to meet the instructional needs of the student population, and services provided are determined by the annual needs assessment, as well as results of standardized testing. Individual services are based upon the identified needs of each student.

Specific instructional support offered is aligned with the McGraw-Hill *Wonders* and the *Go Math!* series.

Part Three: Communication

- In order to facilitate the partnership between home and school, each parent receives a Title I School-Parent Compact after the annual Title I Informational Meeting in the fall, outlining the roles of the educational personnel, parents, and students in ensuring the academic success of all students. Each year, the Title I Parent Advisory Council, consisting of administrators, a representative from the Title I staff, and parents, revises the School-Parent Compact to reflect the current program.
- The classroom teachers, reading specialist and math teacher will be available during regularly-scheduled parent-teacher conferences to meet individually with parents to review student progress. Parents and teachers may also schedule conferences at any time on an as needed basis to discuss student progress.
- The Title I staff will offer parent and family programs designed to provide resources to families as they support their child's mastery of literacy and math skills. Such programs have included our Title I Informational Meeting, Reading and Math Nights, and Reading and Math Game Days.

Part Four: Parental Involvement

Parents are encouraged to be active participants in their child's educational program by:

- Completing the Title I School-Parent Compact.
- Familiarizing themselves with the Title I program through reading the school's Title I Handbook.
- Consulting with their child's teacher to discuss their child's progress and ways to support their child's learning at home.
- Attending parent and family programs held during the school year.
- Serving on the Title I Parent Advisory Council.
- Supporting their child with Title I activities at Home.

Part Five: Evaluation

- An annual needs assessment is conducted among all staff members and families involved in the Title I program. Ongoing input from Title I staff, administrators, parents, and students is also considered in order to modify the program as needed.
- The Title I Parent Advisory Council and a representative from the Title I staff will meet with the Title I Director and the Principals to share ideas and common concerns, as well as to discuss the program in general. Utilizing input from administrators, staff, and parents, the Title I staff will work in conjunction with the Title I Director and the Principals to evaluate the program on an ongoing basis, in order to ensure that services offered continue to meet the needs of all students.
- Parent surveys will be distributed at the conclusion of family events held throughout the year. Results will be used in planning future events.
- The needs assessment and informational discussions held throughout the year are designed to allow participants the opportunity to provide feedback as to the effectiveness of the program, and to offer suggestions for the future.

Douglas Primary and Douglas Elementary Schools
Title I School-Parent Compact
2025-2026

Introduction:

Effective schools are a result of educators and families working together to ensure that children are successful in school. Every school receiving Title I funds must have a Title I School-Parent Compact. The Compact serves as an agreement among groups that unites them in a common purpose: to ensure that all children succeed academically, achieving proficiency or better in Reading/English Language Arts and Mathematics. The Compact outlines how each group will share responsibility for student academic achievement. In order to comply with federal law, the Compact must be developed with input from parents, and must include:

- Responsibilities of administrators, teachers, and Title I staff to provide high-quality curriculum and instruction in a supportive and effective learning environment, thus enabling students to meet Massachusetts standards.

- Responsibilities of parents/guardians in supporting their child's learning.

- Responsibilities of students in becoming successful learners.

- Methods of fostering communication between parents and teachers, through newsletters, parent/teacher conferences, progress reports, report cards, attendance at school events, and volunteer opportunities for parents.

At the fall Title I Informational Meeting, held in October, parent volunteers are sought to serve on the Title I Parent Advisory Council, a group that meets periodically throughout the school year. The Council serves as a vehicle for parental input concerning the Title I program at Douglas Primary and Douglas Elementary Schools, as we continually seek to revise and improve our program in order to raise student achievement.

We are committed to working together with you as a team to ensure the success of every child at Douglas Primary and Douglas Elementary Schools, and we welcome your input and suggestions at any time.

Cindy Socha
Title I Director
Douglas Primary School Principal

Douglas Primary and Douglas Elementary Schools
Title I School-Parent Compact
2025-2026

Directions: Please read the section of the compact that pertains to your responsibilities, and then sign the form pledging your commitment to the education and success of our students.

Responsibilities of Parents/Guardians

As a parent/guardian, I will encourage my child's learning by:

- Seeing that my child comes to school well-rested, attends school regularly, and arrives on time.
- Supporting school staff in maintaining proper discipline.
- Staying interested in and being aware of what my child is learning in school by gaining knowledge of the literacy/mathematics skills taught at each grade level.
- Reading with my child on a daily basis, playing educational games, and doing other activities with my child to support mathematics skills.
- Setting aside a specific time to complete homework, providing a quiet, well-lighted place to do it, being available for questions, and reviewing assignments regularly.
- Communicating with my child's teacher on a regular basis, and attending parent/teacher conferences.
- Staying informed about my child's education.
- Considering service on the Title I Parent Advisory Council, the School Council, the PTO, and/or other volunteer opportunities.
- Taking advantage of educational activities in the community, including libraries, museums, etc.

I will also help my child be successful by encouraging him/her to fulfill the responsibilities of students:

Responsibilities of Students

- Attending school regularly.
- Being prepared for school each day with completed assignments and necessary school supplies.
- Working hard to do his/her best.
- Asking for help with assignments when necessary.
- Working cooperatively with classmates.
- Respecting himself/herself and others.
- Following school rules including the Internet Proper Use guidelines.
- Reading and practicing math skills at home daily with parents or other adults.
- Sharing school notices with parents/guardians.

Classroom Teacher/Title I Paraprofessionals

As a teacher, I will support and encourage my students' learning by:

- Providing high-quality instruction in a safe, supportive, and effective learning environment that enables children to meet Massachusetts standards.
- Providing a variety of learning opportunities to help students reach their maximum learning potential.
- Holding high expectations for all students.
- Offering suggestions for parents/guardians as to how they can help their child at home.
- Communicating regularly with parents/guardians about their child's progress via report cards, parent/teacher conferences, newsletters, phone calls, and/or e-mail.
- Providing opportunities for parents to volunteer in the classroom.
- Participating in professional development opportunities in order to stay up-to-date on current research and teaching methods.

Reading Specialist

As a teacher, I will support and encourage my students' learning by:

- Providing specialized reading instruction with a curriculum that includes systematic, direct, and explicit teaching techniques.
- Utilizing the McGraw-Hill *Wonderworks* reading curriculum which dovetails the grade-level reading curriculum in the students' classroom and other resources including text and technology-based learning platforms.
- Creating a warm, caring and supportive learning environment where students are encouraged to take risks with their learning and try their best.
- Providing opportunities for students to demonstrate progress with consistent progress monitoring throughout the school year.
- Communicating regularly with parents/guardians about their child's progress via trimester progress reports, parent/teacher conferences, phone calls, and/or e-mail.
- Providing consistent at-home reading assignments designed to help students gain confidence and practice learned skills.
- Participating in professional development opportunities in order to enhance teacher effectiveness and remain current regarding research and teaching methods.

Math Teacher

As a teacher, I will support and encourage my students' learning by:

- Providing comprehensive mathematics instruction that reflects the importance of the Standards outlined in the Massachusetts Curriculum Framework for Mathematics.

- Utilizing various teaching strategies to deliver focused mathematics instruction, rich with opportunities for hands-on exploration of concepts, to engage all students.

- Utilizing various resources, including text and technology-based components, of the Houghton Mifflin Harcourt's *Go Math!* program.

- Creating a welcoming and caring environment where students are motivated to put forth their best effort and feel comfortable taking risks while exploring mathematically.

- Providing students with the opportunity to regularly monitor their progress and discuss ways to continue to work toward goals throughout the year.

- Communicating regularly with parents/guardians about their child's progress via trimester progress reports, parent/teacher conferences, phone calls, and/ or e-mail.

- Providing at-home mathematics assignments to reinforce skills being learned in the classroom to achieve greater understanding and confidence.

- Participating in professional development opportunities in order to enhance teacher effectiveness and remain current regarding research and teaching methods.

Primary and Elementary School Principals

As a principal, I will support the Title I School-Parent Compact by:

- Providing a safe and welcoming school environment for all students and families.
- Ensuring that all students are treated with respect, care, and concern.
- Setting high standards for all students and allocating resources to ensure that students attain these standards.
- Supporting teachers in developing and delivering a high-quality, differentiated literacy and mathematics curriculum.
- Providing opportunities for parents to be actively involved in their child's education.

- Sharing strategies with parents to help them reinforce the literacy and mathematics skills their children are learning in school.
- Communicating regularly with parents concerning curriculum initiatives, testing or assessments, programs, school events, and meetings, and encouraging parental input/attendance.

(Please sign, detach, and return this sign-off form on the next page.)

Douglas Primary and Douglas Elementary Schools
Title I School-Parent Compact Sign-Off Form
2025-2026

The Douglas Primary and Elementary Schools' Title I School-Parent Compact is an agreement listing specific ways that educators, parents, and students must work together as a team to support student learning and growth, doing all that we can to ensure that every student achieves success.

My signature indicates that I have carefully read the section of the Title I School-Parent Compact that pertains to my responsibilities, and that I will work to achieve these outcomes.

Student's Name_____ Grade____

Parent's/Guardian's Signature_____ Date_____

Classroom Teacher's Signature_____ Date_____

Reading Specialist's Signature_____ Date_____

Math Teacher's Signature _____ Date_____

Title I Paraprofessional's Signature_____ Date_____

_____ Date_____

_____ Date_____

Principal's Signature_____ Date_____

Principal's Signature_____ Date_____

Please return the signed form to your child's teacher at Douglas Primary or Douglas Elementary School. Please retain the Title I School-Parent Compact for your records.

Thank you!

Cindy Socha
Title I Director
Principal – Douglas Primary School