



Montachusett Regional Vocational Technical School

**Title I Program
“Procedures & Forms”**

~Guidebook for Parents and Families of Title I Students~

January 9, 2020

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Montachusett Regional Vocational Technical School

Title I Program Mission and Goals

Mission and Goals

Department of Elementary and Secondary Education State Goals, Core Strategies, and ESSA Priorities for Title I Funding

The goal of Massachusetts' public K-12 education system is to **prepare all students for success after high school**. Our five core strategies to accelerate the pace of school improvement are:

1. Strengthening standards, curriculum, instruction, and assessment
2. Promoting educator development
3. Supporting social-emotional learning, health, and safety
4. Turning around the state's lowest performing districts and schools
5. Enhancing resource allocation and data use

School's Mission: Every student will graduate from Montachusett Regional Vocational Technical School with the skills, knowledge, and abilities to be a productive and effective member of an ever-changing society.

School's Goals for the Title I Program

- Goal 1: Title I students will receive supplemental services to support students in strengthening their reading, writing, and math skills as outlined in the Massachusetts State Curriculum Frameworks.
- Goal 2: Title I students will demonstrate proficiency according to state benchmarks as measured by the Next Generation MCAS assessment and curriculum-based assessments.
- Goal 3: The district will provide meaningful communication with Title I families in order to increase parent involvement in the school community.
- Goal 4: The district will provide meaningful professional development that includes instructional methods that align with best practices for struggling learners in reading, writing, and math.

Montachusett Regional Vocational Technical School

Title I Program Design and Evaluation

Targeted Assistance Program Plan

The Montachusett Regional Vocational Technical School District conducts a Targeted Assisted Title I Support program in grades 9 and 10 for students that have been identified as being “at risk of not attaining competency on the state assessment.”

The mathematics and English Language Arts instructors, Data Team Coordinator, Data Team teachers, Data Team Coaches are *Highly Qualified* teachers and are compensated with Title I funds.

The program design consists of the identified students receiving supplementary mathematics and/or English language arts instruction for five periods per week on the career/technical alternating week schedule. Students enrolled at Montachusett Regional Vocational Technical High School spend a full week in their career pathway choice, followed by a full week in academic studies. Therefore the Title I Support classes meet for a maximum of ninety school days per year.

The Title I teachers collaborate with academic, English Language Arts and math teachers that are providing instruction in the academic mainstream classes that the Title I students are enrolled in. This collaboration ensures that there is not a duplication of effort in content being delivered to the Title I students.

The Title I supplementary classes are limited to a maximum enrollment of 15 students per section. The small group setting provides an opportunity for individualized attention to a more significant degree that could take place in a traditional academic mathematics or English Language Arts program.

The small group instruction approach concentrates on the following areas:

- Critical thinking skills
- Problem solving strategies
- Numeracy in content areas
- Answering open-response questions
- Item analysis

This strategic approach supplements the efforts of the mainstream mathematics and English Language Arts instructors. The Title I Data Team Coordinator worked with a team to conduct a needs assessment and to create a plan to improve student performance in the targeted areas of need.

The students targeted for the Title I program have been determined “at risk” based upon the results of their Stanford 10 Testing upon acceptance to the school in addition to a local assessment designed by math instructors at Montachusett Regional Vocational Technical High School.

The Title I students are assigned to the support class in place of an elective offering. The Title I Coordinator in conjunction with the Assessment Coordinator will determine that extended core curriculum learning time is necessary for the advancement of the targeted students.

The content delivered by the Title I support teachers is aligned to the Massachusetts Curriculum Frameworks (including the Common Core Standards) for mathematics and English Language Arts and is taught at the appropriate grade level.

No removal of students from any academic class takes place at Montachusett Regional Vocational Technical High School. The program is completely supplementary to the regular academic program of studies.

Montachusett Regional Vocational Technical School

Title I Data Collection and Management

Student Selection Procedure in Targeted Assistance Schools

Incoming 9th grade students:

Prior to entering their freshmen year, grade 9 students take two placement tests. The Stanford 10 is administered and used as an indicator for placement in the English Language Arts program, and a local mathematics assessment is administered which determines students' placement in Monty Tech's grade 9 math program.

Title I eligibility is based on the Stanford 10 and local math placement test results. Students scoring a 6.9 (or below) grade equivalency in reading on the Stanford 10 are eligible to receive Title I services in English Language Arts. Students with a score of 23 or below on the math placement test are eligible to receive Title I math services.

Students take an MCAS simulation style pre and post test once they are placed in the program. These test results are used to further qualify these students as being at-risk, and are used to target instruction.

At the end of their freshmen year, Title I eligible students are evaluated by the Title I teaching staff. Students are recommended to either continue receiving Title I services in grade 10, or informed that they are no longer demonstrating a need for supplemental services.

Grade 10 students:

Students entering grade 10 are placed in Title I based on their eighth grade MCAS scores (if available), Stanford 10 test scores, math placement test scores, or by teacher or guidance counselor request based on academic performance in their grade 9 ELA or math courses.

Students who were placed in Title I the previous year continue with Title I services during their sophomore year unless the parent chooses to withdraw their child from the program.

Pre and post tests are administered at this grade level. These test results are used to further qualify these students as being at risk of underperformance on state assessments.

Montachusett Regional Vocational Technical School

Title I Family Communications

District and School Parent/Guardian Involvement Policies

Montachusett Regional Vocational Technical School is committed to providing quality student learning and establishing partnerships with parents/guardians in order to increase the opportunities for student success.

School-Parents/Guardians Communication: In the fall parents/guardians are notified of their student's placement in the Title I program. Parent notices, reminders and flyers are sent home as needed for communication. To the extent practicable, Montachusett Regional Vocational Technical School will provide information and school reports in a format and language that parents/guardians understand.

Annually, Montachusett Regional Vocational Technical School holds a Parent's Night so parents/guardians can meet with their student's teacher to discuss their student's progress and achievement. Parents are also encouraged to take the initiative in contacting their student's teacher when they are concerned or need additional information.

Parental/Guardian Involvement: Every fall Montachusett Regional Vocational Technical School holds an annual Title I Parent Informational meeting to discuss the following:

- Monty Tech's Title I program policies;
- Parents/guardians right to participate and to be involved in the planning, development, operation, evaluation, and improvement of the Title I Program;
- An overview of the program and to discuss the possible form of parent involvement;
- Discuss, review and revise the Parent Involvement Policy with parents/guardians.

School-Parent/Guardian Compact: Monty Tech will mail out to parents/guardians the school-parent/guardian compact which outlines how the entire school staff, parents/guardians and students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership that will help children achieve the State's high standards.

Tailoring the Title I Program to Meet the Needs of Parents: Each year, Monty Tech will assess the needs of parents/guardians and students through a variety of measures, including feedback surveys sent home to parents/guardians. Once the needs are identified, the school district will offer support, resources, and opportunities for parents/guardians to support the learning of their students.

Evaluation: Monty Tech will assess the effectiveness of parent involvement in the Title I program through the use of parent/guardian surveys, questionnaires, and/or documentation such as minutes from meetings and attendance.

Montachusett Regional Vocational Technical School

Title I Needs Assessment Procedure

Needs Assessment Procedure

The district will utilize the following needs assessment procedure to assess the comprehensive needs and determine how resources, including those from the Title Program, should be allocated to address those needs.

- **Data Collection and Evaluation:** During the summer, as soon as MCAS results are released by the state, students' standardized test scores are collected and evaluated. The Academic Director and Assessment Coordinator analyze this data and results are summarized and shared with the Principal and the Administrative Team. Several meetings are held to review the results of the data to determine how to best service students through the Title I program.
- **Data Teams:** Annually by September, the Title I Data Team positions are posted and filled and each team begins their content analysis of the Next Generation MCAS data.
 - Each data team meets monthly throughout the year to review data and to re-assess priority needs
 - The data reviewed includes:
 - Interim assessment data from prior school years and trends in student performance
 - Common assessment analysis (i.e. open responses, pre/post testing, etc)
 - Qualitative data, including classroom observations from the previous school year and feedback garnered from families (i.e. surveys, parent contact, etc)
 - The Title I Evaluation report from the prior year (includes Data Team and Teacher Coach data, etc)
 - The data review focuses on individual student and classroom performance, performance by grade and cohort, and performance across student subgroups (e.g. ELL, SPED, Title I, etc), to understand both individual and group areas of need. Once areas of need have been identified, staff discuss what type of action is required to address those needs. Each team sets goals for the year and shares their recommendations and best practice suggestions with departments.
 - By late June, the Data Team Coordinator will work with each team to submit a final report that reflects the work of the team and includes specific data on the progress of each team's goals. Each team works with their departments to share their recommendations with regard to curriculum, instruction and assessments. This information is included in the Title I Annual Evaluation report and shared with staff in September.
- Throughout the school year, the Academic Director will meet with the Data Team Coordinator to review progress of the Data Teams. Further, the Administrative Team will meet weekly and will review select data from the previous academic year, determine the critical areas of need, and develop plans and strategic initiatives to address those needs.
 - The data reviewed by the Administrative Team will include:
 - Interim assessment data from prior years
 - MCAS data from prior years

- Student retention, attrition and withdrawal data
 - Accountability Data
 - Qualitative data, including classroom observations by the Leadership Team the previous school year and feedback garnered from families
 - Title I Evaluation and ELL Evaluation from prior year
 - Based on this data review and on the Administrative Team's own reflections on what it takes to meet goals, the Administrative Team will determine an initial set of core needs of the school and draft an initial set of strategic initiatives required to meet these needs.
 - The needs and corresponding strategic initiatives may range from curriculum interventions initiatives designed to improve family engagement to initiatives designed to ensure better use of data throughout the year.
- **Academic Coordinator Meetings:**
 - The school will hold monthly Academic Coordinator Meetings.
 - One of the purposes of the Coordinator Meetings is to ensure that all academic staff has a chance to review data from the previous year and participate in determining the priorities for their school, based on the needs identified in this data, and have an opportunity to help translate strategic initiatives into action plans.
 - Staff will be provided the same data reviewed by the Administrative Team.
 - The staff will work with their departments collectively to execute action plans based on strategic initiatives in preparation for the new school year.
 - Often, staff members will choose professional improvement goals that are aligned with the district goals and/or data team goals adopted within their departments.
 - **Parties involved:** Discussions resulting from meetings with staff members (ELA, math, science, ELL teachers, Title I teachers, Special Education teachers, teacher coaches, guidance counselors, and administrators) are ongoing and do result in program modification decisions. Parent meetings are held throughout the school year to include feedback about programming. Annually, in November, the school will hold several Title I Parent meeting in order to provide programming information to parents and to receive feedback from parents and families about the program. End-of-year parent surveys are also used to glean valuable program evaluation information which is incorporated in the evaluation process.
 - **Resource Allocation:**
 - Once the school has completed their needs assessment and developed strategic initiatives for the year, the next step is to ensure that the schools have the appropriate resources in place to carry out these initiatives, both in terms of instructional materials but also in terms of the staff and people that need to be in place to implement these initiatives.
 - The Title I Director (Director of Academic Programs) will work with the principal to ensure Title I resources are being allocated most effectively to meet needs.
 - Funding sources used include local budget, federal and state grants, other foundation support, when available.

Montachusett Regional Vocational Technical School

Title I Program Evaluation

Program Evaluation

Title I program evaluations are conducted at the end of a program year and are intended to measure the efficacy and impact of the district's Title I program. **All aspects of the Title I program must be included in evaluation of its impact, including academic assistance provided, parent/guardian involvement activities and effectiveness of related policies, and private school services (if applicable).** The Elementary and Secondary Education Act, as reauthorized by the Every Student Succeeds Act (ESSA), requires states and districts to implement “evidence-based practices,” activities, strategies and interventions with demonstrated evidence of effectiveness. Evidence-based practices refer to interventions for which there is evidence of significant positive impact that can be found in published research papers, literature reviews, or ESE research briefs. Alternately, evidence-based practices can be those local practices that a district or state has previously instituted, measured, and found to be effective. Evaluation data—such as periodic and summative student assessment data—and staff and parent/guardian surveys may be used to help measure the strengths and weaknesses of the program’s impact on raising student achievement and in productively involving parent/guardians in their children’s education. The evaluation must reflect accountability data for the district and all Title I schools.

The Program Evaluation Procedure describes how each school’s Title I program is annually evaluated for impact on student achievement. This includes the data used, constituents consulted, process used to arrive at evaluation findings, and how these findings are utilized for planning and improvement.

This sample template is not an official Massachusetts Department of Elementary and Secondary Education document. It is provided only as an example.

Title I Program Evaluation Procedure

The effectiveness of Montachusett Regional Vocational Technical School’s Title I program is evaluated annually. The evaluation considers all aspects of the Title I program, including effectiveness of policies, involvement of parent/guardians and impact of equitable services for private school children, where applicable. The following primary questions guide program evaluation: (1) Has the Title I program been effective? (2) What has worked well in the Title I program? (3) What has not worked well in the Title I program? (4) How should the Title I program be refined? The data are analyzed and the results of these analyses are used as the source of evidence to determine the answers to the four questions.

1. Information is collected in the form of formative and summative student performance data; surveys; attendance data; and other data from students, teachers, and administrators.
 - o Placement Testing: An overview of the reading (Stanford 10) and the local math placement results is prepared and shared with Student Support for purposes of placement, future programming, and potential professional development.

- MCAS Analysis: An MCAS Title I student performance analysis is conducted to evaluate the progress of selected programming and professional development.
 - i. The Data Teams and Teacher Coaches develop 2-3 annual goals related to improved performance for Title I students
 - ii. The Title I Director and Data Team Coordinator meet to discuss progress throughout the year.
 - Accountability Data: The Director of Academic Programs reviews all Accountability Data with the Principal, Admin Team, staff and School Committee. The school's Report Card is sent home to parents in late fall.
 - Assessments: Throughout the year, other assessments are collected, if applicable, such as MCAS simulation, pre/post assessments, Title IV MCAS Review Camp progress, etc.
 - Parent Survey: The annual program evaluation survey is distributed to all Title I families. To the extent practicable, the survey is made available in multiple languages.
 - Final Reports: In June, the Data Teams and Teacher Coaches submit their final reports.
 - Evaluation Report: During the summer, the Academic Director assembles the Title I Evaluation with state assessment results, pre/post testing data, and the findings of the Data Team and Teacher Coaches.
2. The data is analyzed by the Title I Coordinator (Director of Academic Programs) with the assistance of other staff, as needed.
 3. As necessary and appropriate, the results of the analysis are shared with Title I staff, Title I building classroom teachers, principals, district administrators, parents, and other stakeholders to determine necessary and important changes that should be made to the Title I program to better serve its students.
 4. The results of the evaluation, including information about any changes to the Title I program, are shared with district and school officials and select information is distributed to all Title I families. The Director of Academic Programs will share information with academic staff at Coordinator Meetings, and with Administration at Administrative Meetings, and with School Committee at School Committee Meetings. To the extent practicable, the evaluation results are made available in multiple languages.



Montachusett Regional Vocational Technical School

Montachusett Reg. Vocational Technical School
1050 Westminster Street
Fitchburg, Massachusetts 01420-4696

978-345-9200 (Fitchburg Calling Area)
978-632-8889 (Gardner Calling Area)

Date: _____

Re: Title I Placement, Grade 9

Dear Parent/Guardian:

In an effort to support struggling learners, Montachusett Regional Vocational Technical School provides Title I services to eligible students. Title I services are supplemental courses offered in math and English in order to provide targeted support for students to improve skill development in these subject-areas. Your student has demonstrated a need for this support based upon his/her performance on the most recent MCAS and/or placement assessments.

Specifically, your student qualifies for Title I services because he/she

- **scored below grade level on our Placement Test (Reading Comprehension, Writing and/or Math), or**
- **he/she has been recommended by guidance counselors and/or teachers, or**
- **scored in the Not Meeting Expectations or Partially Meeting range on the 8th grade MCAS (ELA or Math).**

As a result, and in an effort to avoid a failing score on the 10th grade Next Generation MCAS, we have scheduled your child in one of the following courses: Writing Lab and/or Math Lab. These courses are taught by experienced teachers who are licensed in their subjects. Also, in order to provide more targeted instruction, the class sizes in these courses typically range from 10-15 students per class.

Further communication about our Title I program will follow throughout the school year. If you have any questions, please do not hesitate to contact Noemi Robertson in the Academic Office at ext. 5201.

Respectfully,

Christina A. Favreau
Director of Academic Programs
Title I & ELE Director



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Montachusett Reg. Vocational Technical School
1050 Westminster Street
Fitchburg, Massachusetts 01420-4696

978-345-9200 (Fitchburg Calling Area)
978-632-8889 (Gardner Calling Area)

Date: _____

Re: Title I Compact & Parent Survey

Dear Parent/Guardian:

Monty Tech's Title I Program values the importance of a strong home and school connection. Enclosed you will find our Title I School-Parent/Guardian involvement policies & Title I School-Parent/Guardian Compact for school year 2019-2020. In order to have a completed portfolio of your child, please sign and return the Title I School-Parent /Guardian Compact in the enclosed stamped envelope.

In December, we will be emailing a Google Title I Survey. The survey will help inform administration and teachers about the effectiveness of Monty Tech's Title I Program and determine ways to improve student learning and the effectiveness of parent involvement. If you are unable to fill out the survey online, please reach out so we can mail a hard copy to you.

If you have questions and/or concerns regarding the Title I Program, please contact Noemi Robertson in the Academic Office at ext. 5201.

Respectfully,

Christina A. Favreau
Director of Academic Programs
Title I & ELE Director

Enclosures: Monty Tech's Title I School-parent/guardian involvement policies school year 2019-2020; Monty Tech's Title I School-Parent/Guardian Compact for school year 2019-2020

Montachusett Regional Vocational Technical School

Title I Parent Compact

School-Parent/Guardian Compact

Parents/Guardians,

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

This compact is in effect during school year 2019-2020. **Please read, sign, and return this Compact to ensure we have a completed portfolio for your student. Please find enclosed a stamped envelope.**

School Responsibilities

Monty Tech will meet the following responsibilities:

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:
 - We provide a safe, positive, and healthy learning environment for your child.
 - Students are taught by teachers who are licensed by the Department of Elementary and Secondary Education to teach in their subject-areas.
 - The curriculum is aligned to the Massachusetts Curriculum Frameworks
 - Teachers attend regular trainings in order to provide meaningful and effective instruction
2. Involve parents through an annual survey to improve school effectiveness. Hold parent/guardian-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, an annual survey and conferences will be held:
 - Annual Title I parent/guardian survey will be emailed to parents/guardians in December.
 - Each November, we provide 2 Parents' Nights for parents and families to attend parent-teacher conferences. On each of these days, we also hold two Title I Parent Informational Meetings for parents and families of Title I students to discuss this compact as well as the Title I program.
 - Additionally, parents/guardians can also contact teachers (via email and phone) to schedule individual conferences, as needed.
3. Provide families with frequent reports on their children's progress. Specifically, we provide reports as follows:

- We provide quarterly progress reports and report cards (November, February, April, and June).
- We also provide access for parents and students to the X2 Parent Portal (electronic grading system) in order to retrieve information about their student's grades.
- Parents and families can also access their child's Google Classroom in order to get weekly updates on assignments for their child.

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

- Parents/families can contact their teachers via email and/or phone, daily. Each teacher provides students with a course syllabus which includes contact information
- Parents/families can request a conference, via email or phone
- During Parent Conferences, parents can discuss their child's progress and make suggestions, if any.

Parent/Guardian Responsibilities

We, as parents/guardians, will support our child's learning in the following ways:

- Monitor my student's attendance.
- Make sure that homework is completed.
- Participate, as appropriate, in decisions relating to my student's education.
- Promote positive use of my student's extracurricular time.
- Stay informed about my student's education and communicating with the school by promptly reading all notices from the school or the school district either received by my student or by mail and responding, as appropriate.

Student Responsibilities

As a student, I will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will

- Complete and return homework on time.
- Give to parents/guardians all notices and information received by me from my school.
- Read at least 30 minutes per day, outside of school time.

_____	_____
Signature of School Representative	Date
_____	_____
Signature of Parent/Guardian	Date
_____	_____
Name of Student (Please Print)	Date



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1050 Westminster Street
Fitchburg, Massachusetts 01420-4696

978-345-9200 (Fitchburg Calling Area)
978-632-8889 (Gardner Calling Area)

Date: _____

Re: Title I Math Lab Progress, grade 9

To Whom It May Concern,

We are providing this letter in regard to your student’s starting progress in Freshman Math Lab.

Your student was placed in this course based on a freshman placement score of --%, as well as teacher recommendation, transcript results, and/or 8th-grade MCAS Scores.

In the first week of this course, students spent time completing a diagnostic test. According to diagnostic results, your student’s math ability is at a grade level of----- (As an example, a level of 6.5 would represent 6th-grade level, mid-year). All students will be working on this diagnostic throughout the year and progress updates will be provided.

In addition, Monty Tech also offers MCAS Tutoring in Math after school on Wednesdays and Thursdays (from 3 - 4 p.m.). We recommend that your student attend these MCAS Tutoring sessions for additional support.

Math MCAS Tutoring		
Eric Sanden	Wednesday	266
Aly Trundy	Thursday	671

The Title 1 Math Coach provides guidance and support to students, parents, and teachers as students prepare to meet graduation requirements through state assessments. Please do not hesitate to reach out to me if you have any questions or concerns.

Sincerely,

Title 1 Math Coach



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1050 Westminster Street
Fitchburg, Massachusetts 01420-4696

978-345-9200 (Fitchburg Calling Area)
978-632-8889 (Gardner Calling Area)

Date: _____

Re: Title I Math Lab Progress, grade 10

To Whom It May Concern,

We are providing this letter in regard to your student’s starting progress in Sophomore Math Lab.

Your student was placed in this course based on a freshman placement score of ---%, as well as teacher recommendation, transcript results, and/or 8th-grade MCAS Scores.

In the first week of this course, students spent time completing a diagnostic test. According to diagnostic results, your student’s math ability is at a grade level of ---. (As an example, a level of 6.5 would represent 6th-grade level, mid-year). All students will be working on this diagnostic throughout the year and progress updates will be provided.

In addition, Monty Tech also offers MCAS Tutoring in Math after school on Wednesdays and Thursdays (from 3 - 4 p.m.). We recommend that your student attend these MCAS Tutoring sessions for additional support. In November, all grade 10 students will take the MCAS Math Simulation (a practice MCAS) providing you with more information about your student’s preparedness for the upcoming Next Generation MCAS. Monty Tech will provide additional tutoring sessions for any students interested in extra help preparing for the MCAS. Please urge your student to try their best, as the results will help guide the Math MCAS support we provide.

Math MCAS Tutoring		
Eric Sanden	Wednesday	266
Aly Trundy	Thursday	671

The Title 1 Math Coach provides guidance and support to students, parents, and teachers as students prepare to meet graduation requirements through state assessments. Please do not hesitate to reach out to me if you have any questions or concerns.

Sincerely,

Title 1 Math Coach



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1050 Westminster Street
Fitchburg, Massachusetts 01420-4696

978-345-9200 (Fitchburg Calling Area)
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Date: _____

Re: MCAS Simulation

Dear Parent or Guardian,

This past November, Monty Tech teachers administered an MCAS Simulation Test for all sophomore students during their regular math class. This test served as a “practice test” for the actual MCAS, which will be given in May. The results of this simulation test allowed the Math Department an opportunity to assess each student’s skill level in order to determine the need for supplemental opportunities for your child, if needed. The results of this MCAS Simulation Test show that your student scored in the **Warning** level.

The purpose of this letter is to make you aware of the services available to help your student improve in the various mathematical skills needed before taking the MCAS in May. Enclosed is your student’s MCAS Simulation Report showing the areas that need improvement.

Monty Tech offers before school and after school tutoring sessions. During these sessions, licensed math teachers identify targeted supports by having students complete additional MCAS sample questions implemented in prior years. As a result, students become more familiar with the types of questions that will be asked, and they also learn proven strategies to improve their performance in math. In addition, students can also sign up for a free computer assisted tutoring program called ASSISTments. This will allow your student to practice additional MCAS type questions at home.

We hope that your student will be able to take advantage of some of the opportunities Monty Tech provides in order to provide the best possible opportunity for him/her to be successful on the Mathematics MCAS. This letter will be followed up with a phone call in the near future to address any questions that you may have about these supplemental opportunities. In the meantime, if you have any questions about the MCAS Simulation Report or the support services available to your student at Monty Tech, please feel free to contact me at trundy-alethea@montytech.net. Thank you for your time.

Sincerely,

Data Team Coordinator

Montachusett Regional Vocational Technical School

Title I Opt-Out Form

Opt-Out Form

Dear Parent/Guardian:

In an effort to support struggling learners, Montachusett Regional Vocational Technical School provides Title I services to eligible students. Title I services are supplemental courses offered in math and English in order to provide targeted support for students to improve skill development in these subject-areas. Your student has demonstrated a need for this support based on performance on their placement test and/or their most recent MCAS. Specifically, your student

- scored below average on our placement exams, and/or
- scored within the Failing or Needs Improvement range on the MCAS, and/or
- was recommended for additional support by his/her current English/math teacher

As a result, and in an effort to avoid a failing score on the 10th grade MCAS, we have scheduled your student in one of the following courses: **Writing Lab or Math Lab**. These courses are both taught by experienced teachers who are licensed in their subjects. Also, in order to provide more direct and targeted instruction, the class sizes in these courses range from 10-15 students per class.

Further communication about the Title I program will follow throughout the school year. We hope you will encourage your student to remain in the course(s). If not, please complete the attached form and return it to the Guidance Department. If you have any questions, please do not hesitate to contact your child's guidance counselor, Title I teacher, or the Title I Director, Christina Favreau at 978-345-9200, x5241.

Title I Opt-Out Form (required for dropping Title I courses)

I understand that passing the MCAS exam in English and Math is a state requirement for graduation. I am aware that my student has been recommended for supplemental support in English and/or Math. However, I choose to withdraw my student from Title I services.

Student's Name: _____ **Course:** _____ **Date:** _____

Change requested by _____

Reason: _____

Title I Teacher's Name: _____ Approval _____ Disapprove: _____

Current Numerical Grade: _____ Comments: _____

Title I Director: _____ Approval _____ Disapprove: _____

Comments: _____

Counselor's Name: _____ Approval _____ Disapprove: _____

Comments: _____

Parent's Name: _____ Approval _____ Disapprove: _____

Comments: _____

Student's schedule will not be changed until all signatures have been provided.

All completed forms must be returned to the student's Guidance Counselor.