MSAD #41
Staff Handbook

August 14, 2006
Welcome to MSAD #41! We are glad that you have chosen our district as your place of work and hope to provide you with as much information as we can in this staff handbook. Of course, if you have a concern, you should talk to your principal or supervisor as soon as you can. We believe that immediate, clear communication can save time and promote a positive working environment!
As advocates for children, the Board recognizes that the thorough and efficient education of children is its primary statutory-based responsibility. To this end, the Board considers proper and adequate support of schools to be a civic responsibility shared by all citizens.

The school unit will provide an educational environment designed to encourage each student to acquire the necessary skills and perspectives needed for a meaningful life and career. All schools will strive to encourage students to form desirable habits that are necessary for them to become responsible, informed citizens. In general, we aim to have students develop attitudes and practices necessary for satisfying, worthwhile lives.

We believe that all children must be provided equal but not identical opportunities to allow them to achieve at levels commensurate with their abilities. We believe that all students must learn in an environment which allows them to develop positive attitudes toward themselves and genuine respect for others.

A rigorous core curriculum designed to achieve specific learning outcomes will be provided. It will be planned with the goal of creating and maintaining standards which will furnish students with the skills necessary for success in a global society while giving them a broad educational foundation compatible with their interests, aptitudes and aims. The curriculum and graduation requirements will be regularly evaluated to ensure their continued appropriateness.

In order to achieve our goals and to implement this philosophy, we believe that all schools must secure the involvement of the community, students, staff, parents and citizens. Educational responsibility must be shared with important community institutions. We strongly believe that our school system's success depends on good rapport and cooperation with our communities and its institutions.

The Board recognizes the professional staff as the body that is legally charged with the responsibility of providing education to all children. In fulfilling this responsibility, the staff will seek to ensure the following.

A. All children will master basic skills in the areas of language arts, mathematics, science, history, and technology.

B. Instruction will be provided which is appropriate to each individual with respect to goals, methodology and evaluation.

C. Students will be seen in their totality as physical, mental, social, and aesthetic beings, which requires a knowledge of child growth and development.
D. Staff members, in order to effectively execute their responsibilities, will establish goals for themselves consistent with the philosophy of the Board and individual schools. Staff members will engage in a self-evaluation process for the purpose of self-improvement--the ultimate objective being an improved instructional program for all students.

E. The Board recognizes that this highly technological society demands that students learn how to cope with change and learn to accept that "learning" is a continuous process.

The Board fully accepts the responsibility of formulating policies and acquiring adequate funding to support the education process. The Board will always consider the welfare of students as the single most important factor in making decisions relative to educational policy. It will be the responsibility of the Board and administrators to promote sound educational practices and professional development.

Legal Reference: 20-A MRSA, §§ 1001 et seq.; 4511.3, A

Adopted: January 5, 2000
Our Schools

For a complete Staff Directory, visit your First Class email site and click on Staff Directory.

Brownville Elementary School houses Grades K-6. The school is located on Route 11 in Brownville at 774 Main Road. Brownville Elementary has an average yearly student population of 110 children. Teaching Principal is Chris Beres. 965-8184

Marion C. Cook Elementary School is located in Lagrange, just off Route 16. The school is located at 22 Howland Road. On average, 50 children attend the Cook School which houses 4 classrooms – a Resource Room, a K/1 classroom, a 2/3 classroom and a 4/5 classroom. Teaching Principal is Susan Worcester. 943-2196

Milo Elementary School is located at 18 Belmont Street in Milo. Milo Elementary holds Grades K-6 and on average serves over 240 children each day. Principal is Cathy Knox. 943-2122

Penquis Valley School is the middle / high school facility for MSAD #41. It is located at 48 Penquis Loop, just off West Main Street in Milo. On average, 400 students attend this school each day. Principal is Scott Gordon. 943-7346

Where Do I Find More Information about MSAD #41???

Check our Website at www.msad41.us

Or...

Check your First Class Email Desktop for the following:
- [ ] District Curriculum
- [ ] Local Assessment Grids
  - [ ] Staff Directory
  - [ ] Classifieds
  - [ ] School Folders
  - [ ] And More!
Who Should I Get To Know First?

- The Building Principal
- Shirley Wright, Superintendent
- Edie Miles, District Technology Director
- John Leonard, Technology Technician, 7-12
- George Morse, Technology Technician, K-6
- Building Custodians and Secretaries
- Other teachers
- Denise Hamlin, Director of Student Services
- Ken Greenlaw, District Maintenance
- Dan Nutter, Director of Maintenance and Transportation
- Darlene Ricker, Stephanie Salley, and Lynn Ricker, Central Office Staff

General Information

Board of Director Meetings – Board meetings are held once each month (unless an additional meeting is called) on the first Wednesday of the month at 7:00 p.m. in the Penquis Valley Library. Board meetings are public meetings. For more information or for meeting agendas, check the “Superintendent’s News” folder on First Class.

Building Use and Security – Buildings are available for public use for a modest fee to cover custodial services. Teachers can enter buildings after regular hours. Beware, many of our buildings are protected by an alarm. Be sure you know the code to lock and unlock the alarm in your building. We also ask those who visit a building after hours to sign in and out.

Confidentiality - MSAD #41 honors the confidentiality of each employee and student.

Curriculum - The district’s curriculum is kept in a folder on First Class. This curriculum has been set by the curriculum teams and by the Director of Instruction (Shirley). Curriculum requirements cannot be changed by individual teachers. If a teacher wants a change, he or she must contact that curriculum team leader who will work with Shirley to resolve any issues.

Emergency Plans – There is a current emergency plan in every building. All employees should know where this plan is kept and should understand what to do in the event of an emergency.

Employee Dress – MSAD #41 is a professional organization. We prefer that staff dress professionally.
Evaluation of Support Staff - All support staff should be evaluated on a yearly basis. Administrators will evaluate all support staff.

Evaluation of Teaching Staff – Administrators evaluate all probationary teachers on a yearly (or more often) basis. Continuing contract teachers are evaluated every two years according to a schedule set by the administration.

Evaluation of Administration – The superintendent evaluates all administrative staff on a yearly basis. Administrative evaluations are presented to the board in the spring of each year.

Evaluation of the Superintendent – The superintendent and board set yearly goals. The superintendent is evaluated by the board in December of each year.

Expectations for Attendance at Staff Meetings – Attendance at each staff meeting or building meeting is a professional expectation. If you are unable to attend a meeting, please speak to your building administrator in advance.

FERPA - See Special Education Handbook.

Field Trips - All field trips must be approved by the building principal, the maintenance director and the superintendent. If you are considering a field trip, please fill out the Field Trip Request Form that is located on the district website and give it to your principal at least two weeks in advance of the trip. All field trips must tie to Maine Learning Results.

First Class Email System – MSAD #41 uses First Class email as a major communication device, district-wide and beyond. Please contact Edie Miles to set up an email account upon hire. It is important to check your email daily and also to check the staff folder for your building on a regular basis.

Inventory - It is expected that every teacher will keep a complete inventory of all furniture, accessories, books, etc., in his or her classroom. Inventories should be updated each year and emailed to the building principal before the end of each school year. Principals should submit a building inventory to the Central Office by June 30 of each year. Inventory should be submitted on a CD.

Leave Time (including Coursework and other Professional Development) – As of August 2006, all staff should submit a leave request for all absences. For those absences that are planned, staff should submit the leave request form to the program administrator 72 hours or more in advance of the absence. In the event of a sick day used, staff should submit a leave form the next day when he or she returns to work.
Policy - The MSAD #41 Board of Directors develops policy on an ongoing basis. If you question any procedure or action, you should first consult district policy. All district policy can be found on the website at www.msad41.us

If you notice that a policy is missing from the website, please contact the superintendent.

Of course, there could be more than one way to interpret a policy. If you question a policy, talk it out with the your building administrator.

Policy is only good if it is fair, understandable and used. If you think a policy is in question, talk to your building administrator.

There is a Policy Committee which is a sub-committee of the board. Policy meetings are open to the public and are held once a month at the superintendent’s office. This committee drafts policy to take to the board.

Professional Credit Process - Staff wanting to attend a professional development activity should fill out a registration form and a Leave Request / Absence Report. The leave request must be approved by the building principal and the superintendent before staff can attend any function. The building principal should send the registration form, the signed leave request form, and a completed purchase order with account number to Stephanie at the Superintendent’s Office. Stephanie will register staff for professional development activities. It is the principal’s responsibility to schedule a substitute teacher.

If a staff person wants to take a class that is after normal school hours, he or she should register for the class and submit an Approval of Professional Credits form to the principal. The principal should sign and approve the Approval of Professional Credits form, fill out a purchase order, and send both the Superintendent’s Office. MSAD #41 will direct-pay (at the University of Maine rate) for each class up to 9 credits per year as soon as a course completion with a grade of A or B is presented to the Superintendent’s Office. MSAD #41 will pay tuition and fees (at the Umaine rate only) beginning in the Fall of 2006. MSAD #41 will not directly reimburse an employee for a class unless that employee has a signed agreement (prior to course registration) from the superintendent.

Snow Chain – Administrators at the K-6 and 7-12 level will develop a snow chain each year. The superintendent will enact the snow chain whenever a school cancellation is made and will make an effort to notify all staff (via the snow chain) by 6:00 a.m.

Social Worker - Amber Gahagan is our district social worker. Principals may use her services as needed. Staff should not contact Amber directly to serve a student. She is extremely busy and we need to filter her work load.

Special Education Referral Process – See the Special Education Handbook.
**Student Assistance Teams (SAT)** – It is a requirement of MSAD #41 that all buildings will hold monthly SAT meetings. All teachers are expected to be involved in SAT meetings on a regular basis.

**Work Day** – Teachers as professionals are expected to devote the time necessary to their assignment to meet their responsibilities. Other employees who are hourly should submit a weekly time sheet that accurately reflects the day worked.

Teachers shall have at least a 20-minute duty-free lunch period.

**Work Orders** - Principals must submit work orders on the Work Order folder on First Class. Work orders will not be accepted from other personnel. If you see something that needs to be repaired, contact your building administrator.
**Policy**

The MSAD #41 Board of Directors sets policy for the district. The Policy Committee meets once a month at the Superintendent’s Office. If you would like to suggest changes in policy, this is the committee to talk to. The Policy Committee gives thought to each policy change or each new policy development and then takes it to the full board for a first reading one month and then a second reading and adoption a month later.

Administrators must follow policy in decision making once a policy has been passed by the board. It is important that district employees know how to access policy. All current policies can be found on the district’s website at

[http://www.msad41.us](http://www.msad41.us)

This page is updated on a monthly basis.

Some policies you might want to become familiar with very soon as listed as follows:

<table>
<thead>
<tr>
<th>Policy Name</th>
<th>Code</th>
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<tbody>
<tr>
<td>Non Discrimination / Equal Opportunity and Affirmative Action</td>
<td>AC</td>
</tr>
<tr>
<td>Harassment and Sexual Harassment of Students</td>
<td>ACAA</td>
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<tr>
<td>School District Goals and Objectives</td>
<td>ADA</td>
</tr>
<tr>
<td>School System Commitment to Standards for Ethical Behavior</td>
<td>ADAA</td>
</tr>
<tr>
<td>Tobacco Use and Possession</td>
<td>ADC</td>
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<tr>
<td>School District Commitment to Learning Results</td>
<td>ADF</td>
</tr>
<tr>
<td>Commitment to Accomplishment</td>
<td>AE</td>
</tr>
<tr>
<td>Affirmative Action Plan</td>
<td>AF-1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Policy Name</th>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>Accident Reports</td>
<td>EBBB</td>
</tr>
<tr>
<td>No School Announcements</td>
<td>EBCD</td>
</tr>
<tr>
<td>Videotaping on School Property</td>
<td>ECAF</td>
</tr>
<tr>
<td>Student Conduct on School Buses</td>
<td>EEACC</td>
</tr>
<tr>
<td>Bus Riding Regulations</td>
<td>EEACC-R</td>
</tr>
<tr>
<td>Special Use of School Buses</td>
<td>EEAD</td>
</tr>
<tr>
<td>Use of Private Vehicles on School Business</td>
<td>EEBB</td>
</tr>
<tr>
<td>Competitive Food Sales</td>
<td>EFE</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Policy Name</th>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>Equal Opportunity Employment</td>
<td>GBA</td>
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<tr>
<td>Discrimination</td>
<td>GBAA</td>
</tr>
<tr>
<td>Staff Involvement</td>
<td>GBB</td>
</tr>
<tr>
<td>Staff Ethics / Conflict of Interest</td>
<td>GBEA</td>
</tr>
<tr>
<td>Staff Conduct with Students</td>
<td>GBEBB</td>
</tr>
<tr>
<td>Drug-Free Workplace</td>
<td>GBEC</td>
</tr>
<tr>
<td>Staff No Smoking</td>
<td>GBED</td>
</tr>
<tr>
<td>Employee Alcoholism, Drug Abuse, and Emotional Disorders</td>
<td>GBGA</td>
</tr>
<tr>
<td>Personnel Records and Files</td>
<td>GBJ</td>
</tr>
<tr>
<td>Teacher Contracts</td>
<td>GCBB</td>
</tr>
<tr>
<td>Certification</td>
<td>GCFC</td>
</tr>
<tr>
<td>Teaching Hours and Teaching Load</td>
<td>GCM</td>
</tr>
</tbody>
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As you can see, there are many policies. Those listed above represent less than half of the policies adopted by MSAD #41.
Guidance Department

MSAD #41 supports two elementary guidance counselors, two secondary guidance counselors and one social worker. The Comprehensive Guidance Plan can be located on the district's First Class email site in the curriculum folder.

At the K-6 level, a Guidance Referral Form is used if a teacher or support staff member feels a student should be seen by guidance. A copy of the form can be found in any elementary school office. At the 7-12 level, guidance concerns should be brought to Student Assistance Team (SAT) meetings.
Curriculum

MSAD #41 has done extensive work to develop a detailed curriculum that is aligned to Maine’s Learning Results. Curriculum can be located on the district’s website at

http://www.msad41.us

For teachers, curriculum can be located on the district’s First Class email system in the folder labeled “Curriculum.” In this folder, teachers can find skill lists for each class and a listing of all required local assessments. Local assessments can be found at the following two sites:

http://www.mainelad.org

http://www.maptasks.org

Teachers must teach the content for and administer all required local assessment pieces.
**Curriculum Teams, FY 07**

*Team Leader
Tech III’s, if there is curriculum work on an inservice day, go with the team for that content area. Tech III’s are not expected to attend after school curriculum team meetings.

<table>
<thead>
<tr>
<th>ELA</th>
<th>Math</th>
<th>Social Studies</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith, Carol*</td>
<td>Weston, Lynn*</td>
<td>Knowlton, Julie*</td>
<td>Mills, Andrea*</td>
</tr>
<tr>
<td>Royal, Julie*</td>
<td>Sawyer, Carol Jean*</td>
<td>Grant, Nancy B.*</td>
<td>Worster, Ken*</td>
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<tr>
<td>Walker, D.</td>
<td>Carey, V.</td>
<td>Brown, B.</td>
<td>Zamboni, M.J.</td>
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<tr>
<td>Lumbra, L.</td>
<td>Hayes, M.</td>
<td>Barden, N.</td>
<td>Murano, T.</td>
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<td>Stanchfield, I.</td>
<td>Hussey, M.</td>
<td>Carter, P.</td>
<td>Tardiff, E.</td>
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<td>Dunham, D.</td>
<td>Page, D.</td>
<td>Gillis, S.</td>
<td>Kazyaka, M.L.</td>
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<tr>
<td>Clukey, D.</td>
<td>Whitney, L.</td>
<td>Bean, K.</td>
<td>Thompson, J.</td>
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<tr>
<td>Andrews, M.</td>
<td>Kain, B.</td>
<td>Russell, W.</td>
<td>Robertson, K.</td>
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<tr>
<td>Lumbra, A.</td>
<td>Moholland, M.</td>
<td>Carey, R.</td>
<td>Baker, J.</td>
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<td>Hamlin, C.</td>
<td>Caivano, D.</td>
<td>Hamlin, T.</td>
<td>Larlee, R.</td>
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<tr>
<td>Leavitt, M.</td>
<td>Grant, R.</td>
<td>Gray, Z.</td>
<td>Oakes, W.</td>
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<tr>
<td>White, R.</td>
<td>Robertson, C.</td>
<td>Grillo, P.</td>
<td>Howard, L.</td>
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<tr>
<td>Gerrish, L.</td>
<td>Rothberg, R.</td>
<td>Cowing, C.</td>
<td>Bean, K.</td>
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<tr>
<td>Webb, H.</td>
<td>Kamys, T.</td>
<td>McPhee, K.</td>
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<tr>
<td>Dolley, K.</td>
<td>Martin, C.</td>
<td>Washburn, H.</td>
<td>Perkins, D.</td>
</tr>
<tr>
<td>Hudak, C.</td>
<td>West, T.</td>
<td>Tech III LA</td>
<td>White, P.</td>
</tr>
<tr>
<td>Beres, C.</td>
<td></td>
<td>Knox</td>
<td></td>
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<tr>
<td>Hamlin, D.</td>
<td>Gordon</td>
<td>Worcester</td>
<td>Miles</td>
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Team Leaders agree to work on the following issues over the 2006-2007 school year. Team leaders reserve the right to call short after school meetings as needed to accomplish their tasks.

**ELA**
- Focus on writing – Develop K-12 plan
- Start work with 7-12 staff, writing
- Develop a training and implementation schedule for 7-12 writing training. Begin with the end in mind. What do you want writing instruction to look like at 7-12 in three years? Five years?
- K-6 writing scoring process. Do we want to take inservice days to score writing? Develop plan (3 year) for writing scoring
- DRA 2 – View tape
- K-6 spelling (Fountas and Pinnell, K-3 and Word Journeys and Words Their Way in Grades 4-6? Develop process for spelling that all teachers can understand and that outlines the mandatory components at each grade level.
- Making use of DRA data at all levels. What is the DRA used for? Are we sure we know when a student meets the benchmark at each grade level?
- Fiction vs. Non-Fiction
- Remedial support at Grade 7 – is this what we need?
- Training and materials for Grade 7 remedial
- K-6 Portfolio use after grade 6.
- Review MEA and local assessment scores and suggest ways to improve
- The kindergarten team would like to change the reading benchmarks. This will need to be approved by ELA team leaders and then submitted to Shirley.

**Social Studies**
- Develop list of interdisciplinary ways to teach social studies
- Revise local assessment list of required tasks. Focus on depth, not breadth.
- Develop new list of local assessments for social studies K-12 and get agreement on tasks to be delivered.
- Develop needed skill lists at grades 9-12
- Review local assessment scores and suggest ways to improve

**Math**
- Specifically look at local assessments and revise as needed. Make sure scoring rubrics are clear at every grade level.
- Reach agreement on tasks used at Grade 3
- Continue to support Math Connections at Grades 9 and 10
- Develop local assessments for Grades 11 and 12 as well as skills list
- Review MEA and local assessment scores. Suggest improvements.

**Science**
- Develop list of interdisciplinary ways to teach science
- Develop list of K-8 FOSS kits to be purchases
- Revise local assessment list of required tasks. Focus on depth, not breadth.
☐ Develop new list of local assessments for science K-12 and get agreement on tasks to be delivered.
☐ Develop needed skill lists at grades 9-12
☐ 7-12 schedule and mandatory courses
☐ Review MEA and local assessment scores. Suggest ways to improve.
M.S.A.D. #41
Procedure for Title 1 Referral
Reading/Writing/Math

Step 1- Classroom teacher suspects a student is having difficulty in the area of reading, writing or math. Classroom teacher collects assessments and data on student in the area of difficulty (see list of recommended assessments).

Step 2- Classroom teacher brings student name to SAT (student assistance team) with assessments and data. SAT makes recommendations with timeline.

Step 3- Title 1 teacher reviews assessments and data completed by classroom teacher. Title 1 teacher may do further assessments and/or classroom observation.

Step 4- Title 1 teacher reports assessments to SAT and makes recommendations. SAT determines eligibly and a plan for implementation of services. Classroom teacher contacts parents to notify them of concerns and the plan for Title 1 services. SAT assigns a case manager to complete intake and goal forms. Case manager sends letter of parent notification.

Step 5- At the next meeting the SAT will evaluate the Title 1 plan implemented and/or progress student. i.e. services continue in same manner, services continue with necessary changes, student is placed on monitor.

When the SAT places a Title 1 student on monitor he/she will remain on monitor no longer than 1 year.

Recommended Assessments

Reading:
Kindergarten- phonemic awareness (DIBLES) and/or Letter Identification from Observation Survey.
First Grade- At the beginning of the school year a completed Observation Survey reviewed by first grade team and Reading Recovery teachers will determine eligibility for Reading Recovery depending on Reading Recovery slots available. At any other time the following may be used: DRA (Developmental Reading Assessment) and/or running record on a leveled text including self correction rate, fluency statement and analysis of miscues.
Grades 2 thru 6- DRA (Developmental Reading Assessment) and/or running record on a leveled text including self correction rate, fluency statement and analysis of miscues.

Writing:
Grades 1 thru 6- Scored fall/spring district writing prompt and/or independent classroom writing sample that has been double scored.

Math:
Grades 3 thru 6- Test of Mathematical Thinking and/or Classroom assessments from (Investigations/Connections) and/or Standardized Test Scores (NCLB).
M.S.A.D. # 41
Title 1 Referral: Reading K-6

Step 1 - Classroom teacher informs SAT of Concerns (Date: __________)
Step 2 - Classroom teacher completes assessments & writes referral: (Date: __________)
Step 3 - Title 1 teacher reviews data & may complete assessments (Date: ________)
Step 4 - SAT determines eligibility & service plan (Date: ________)
Step 5 - Case manager is assigned & parent notification Letter sent home (Date: __________)

Student Name: ____________________________ M____ F____ Date of Birth ____________________________

Parent(s) Name: ___________________________________ Address: ______________________________

School: ___________________________ Grade: _________ Teacher: _____________________________

Areas of Concern (check all that apply): Reading Strategies ____ Comprehension ____ Vocabulary _______

Other: __________________________________________________________________________________

Assessment Results:

Kindergarten: First Grade: Grades 2-6: 
Phonemic Awareness (DIBLES) ______ Observation Survey DRA or leveled text ______
Letter Identification ______ LI _____ CAP ____/24 Standardized Test Scores (NCLB)
____

WT _____/20 HRS ____/37
WV _____ Text Lv. _____
DRA or leveled text ________

(Please attach copies of local assessments)

Classroom Teacher Recommendations (check one):

____ Student consistently does not grasp skills presented
____ Student needs extra support to grasp skills
____ Student needs some reinforcement with certain/specific skills

Signature of Classroom Teacher ____________________________
Signature of Title 1 Teacher ____________________________
Signature of Principal ____________________________

To be completed by Title 1 Teacher

Status of the Case:

Title 1 Assessment Results: __________________________
Eligible for Title 1: __________________________ Date Service Begins: __________

Does Not Qualify for Title 1: __________
M.S.A.D. # 41
Title 1 Referral: Writing K-6

Step 1- Classroom teacher informs SAT of Concerns (Date: __________)
Step 2- Classroom teacher completes assessments & writes referral: (Date: __________)

Step 3- Title 1 teacher reviews data & may complete assessments (Date: __________)
Step 4- SAT determines eligibility & service plan (Date: __________)
Step 5- Case manager is assigned & parent notification Letter sent home (Date: __________)

Student Name:________________________ M____ F____ Date of Birth____________________________
Parent(s) Name: ___________________________________ Address: ______________________________
School: ___________________________ Grade: _________ Teacher: _____________________________
Areas of Concern:
__________________________________________________________________________________

Assessment Results:
Fall/Spring District Writing Prompt ______
Independent classroom writing sample (double scored) ______

(Please attach copies of local assessments)
Classroom Teacher Recommendations (check one):
_____ Student consistently does not grasp skills presented
_____ Student needs extra support to grasp skills
_____ Student needs some reinforcement with certain/specific skills

Signature of Classroom Teacher _________________________
Signature of Title 1 Teacher ________________________
Signature of Principal ____________________________

To be completed by Title 1 Teacher

Status of Case:
Title 1 Assessment Results: _________________________
Eligible for Title 1: _________________________ Date Service Begins: ________________
Does Not Qualify for Title 1: __________
M.S.A.D. # 41
Title 1 Referral: Math K-6

Step 1- Classroom teacher informs SAT of Concerns (Date: ____________)
Step 2- Classroom teacher completes assessments & writes referral: (Date: ____________)
Step 3- Title 1 teacher reviews data & may complete assessments (Date: ________)
Step 4- SAT determines eligibility & service plan (Date: _________)
Step 5- Case manager is assigned & parent notification Letter sent home (Date: ____________)

Student Name: __________________________ M___ F___ Date of Birth ____________________________

Parent(s) Name: ___________________________________ Address: ______________________________
School: ___________________________ Grade: _________ Teacher: _____________________________
Areas of Concern: __________________________________________________________________________

Assessment Results:
Test of Mathematical Thinking: ______
Classroom assessments (Investigations/Connections): ______
Standardized Test Scores (NCLB): ______

(Please attach copies of local assessments)
Classroom Teacher Recommendations (check one):
___ Student consistently does not grasp skills presented
___ Student needs extra support to grasp skills
___ Student needs some reinforcement with certain/specific skills

_________________________          ________________________  ____________________
Signature of Classroom Teacher    Signature of Title 1 Teacher  Signature of Principal

To be completed by Title 1 Teacher

Status of Case:
Title 1 Assessment Results: ____________________________
   Eligible for Title 1: ____________________________ Date Service Begins: _______________
   Does Not Qualify for Title 1: _______________