

	<b>ABERDEEN SCHOOL DISTRICT</b>	<b>NEPN Code: CGD-R</b>
	<b>POLICIES AND REGULATIONS</b>	

## **STATE AND FEDERAL PROGRAMS ADMINISTRATION**

### **REGULATIONS: IMPLEMENTING TITLE I SERVICES**

**Needs Assessment.** To determine eligible attendance areas, an annual needs assessment will be conducted during the second semester of the school year. Eligible schools will be determined by the percent of students who receive free or reduced lunches. Schools with the highest concentrations of low income families will be eligible for Title I supplemental services.

**Application of Funds.** By July of each fiscal year the administrator in charge of coordinating the Title I program will prepare an application and submit it to the State Department of Education. The application shall contain the following information:

*Eligible Schools* - describes the low-income criteria, rank order of qualifying schools, and private schools receiving services.

*Professional Development* - includes the activities, goals, and costs.

*Budget Justification and Information* - provides a description of the planned budget expenditures. This includes salaries, employee benefits, purchased services, supplies and materials, capital acquisitions, and indirect costs. An Appendix also shows the distribution of Title I funds to schoolwide and targeted assistance schools.

*Assurances* - states that we will assure comparability of services in Title I and non-Title I schools. The District will also submit the project plan, amendments, and fiscal reports and be responsible for the correctness and completeness of the information required.

*General Narrative* - describes our professional development plan, parent involvement policy and plan, assessment used to review the progress of the children, the coordination/integration of Title I services with other educational services, and descriptions of the Targeted Assistance Schools, Schoolwide Schools, Migrant, and Neglected programs.

**Selection of Participants.** The targeted schools shall develop selection criteria for participants in the Title I program. Criteria may be objective and subjective and include written and/or oral testing instruments for each grade level and instructional area. The criteria shall be uniformly applied in selecting students to participate in the program. Students who have the greatest need for services shall be served as space is available.

**Accountability and Reporting Children's Progress.** Children served in Title I will have their achievement in reading reported by each of the targeted schools in an annual Performance Report. Some of the assessments used are District developed; others used are state-standardized tests. A summary of these reports and Title I student results on the State mandated test are sent into the State Department of Education.

The District Report Card will be made available to parents and teachers as soon as possible through the school website. Section 1112 (c) (1) (N). A copy of the report card will also be on file at the district office. Title I and school status information will be shared annually with parents and school board.

Children's progress will be reported by regular classroom teachers in consultation with Title I resource teachers. To the extent practical, children's progress will be reported during parent-teacher conferences and at other times during the school year when parents are provided written and oral reports based on the progress of their child in the regular program. Children's progress may be based upon teacher judgment, grades, portfolio assessment, and other appropriate indicators of success.

**School Improvement Plan.** Title I data is collected by performance levels using percentile ranks from the State mandated assessment. Student performance levels will be based upon descriptions representing cut scores listed as advanced, proficient, basic and below basic. Identification of schools for improvement will be based on adequate yearly progress of students moving from the below basic to basic level and from the basic to proficient level. The school may consult with the State agency to develop and implement a plan or program of improvement.

Improvement strategies may include, but are not limited to, the following activities: staff training, use of programs and supplementary materials that are supported by scientific based research, increased use of technology, technical assistance, and changes in staffing. Other program options include extended school day and summer school opportunities for students needing additional assistance in reading and/or math if funding is available.

## **SCHOOLWIDE COMPONENTS**

A schoolwide program shall include the following components:

1. A comprehensive needs assessment of the entire school.
2. Schoolwide reform strategies that provide opportunities for all children, including each of the subgroups of students, to meet the State's proficient and advanced levels of student achievement and strengthen the core academic program within the school. These strategies may include counseling, school-based mental health programs, specialized instruction, and other strategies to improve students' skills outside the academic subject areas.
3. Instruction taught by highly qualified teachers and paraprofessionals.
4. High quality and on-going professional development for teachers, principals, paraprofessionals and, if appropriate parents and other staff in the building.
5. Strategies to increase parental involvement in accordance with section, such as family literacy services.
6. Plans for assisting preschool children in the transition from early childhood programs.
7. Provide strategies which will provide information and preparation for postsecondary education and the work-force
8. Implement a schoolwide tiered model of support to prevent problem behaviors and early intervention services, coordinated with similar activities and services carried out under the Individual with Disability Education Act (20 U.S.C. 1400 et seq.).
9. Provide professional development for teachers, paraprofessionals, and other school personnel to improve instruction.

## **TARGETED ASSISTANCE COMPONENTS**

A targeted assistance program shall include the following components:

1. Use resources to help participating students meet the State's academic achievement standards.
2. Ensure that planning for students served is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are supported by scientifically based research that strengthens the core academic program of the school.
4. Give consideration to extended learning time, such as extended school year, before- and after-school and summer programs.
5. Coordinate with and support the regular education program, which may include services to assist preschool children in transition from early childhood programs such as Head Start.
6. Provide instruction by highly qualified teachers.
7. Provide opportunities for professional development with resources provided through Title I.
8. Provide strategies to increase parental involvement, such as family literacy services.
9. Coordinate and integrate Federal, State and local services and programs in each targeted assistance building.
10. Implement a schoolwide tiered model of support to prevent problem behaviors and early intervention services, coordinated with similar activities and services carried out under the Individual with Disability Education Act (20 U.S.C. 1400 et seq.).

## **Parental Involvement**

The Aberdeen School District shall:

1. Establish a District Parent Advisory Council which meets annually to plan, review, and improve the program.
  - a. The Parent Advisory Council membership shall consist of the Federal Programs Coordinator and Title I parents who represent each one of the Title I project schools in the District.
  - b. The purpose of the council shall include:
    - i. Involve parents in the joint development of the annual Consolidated Plan, and the process of school review and improvement [Section 1116].
    - ii. Provide coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
    - iii. Build the schools' and parents' capacity for strong parental involvement.
    - iv. Coordinate and integrate parental involvement strategies with other programs such as the Head Start program and early reading programs.

- v. Provide all parents the opportunity to conduct annually an evaluation of the content and effectiveness of the Parental Involvement Policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized in this section.
  - vi. Involve parents in the activities of the school served under this part.
2. Develop a school-parent compact that outlines how parents, the school staff, and students share the responsibility for student achievement and the means by which the school and parents will build and develop a partnership to help serve the state's high standards.
  3. Address the importance of communication between parents and teachers on an on-going basis, such as parent-teacher conferences, report cards, and being involved in their child's classroom.
  4. Provide professional development for parents to promote education at school and home.
  5. Annually, the school will access parent involvement through the annual meeting or through other means of collecting feedback.
  6. Parent will have the right to know the qualification of their children's teacher. [Section 1111]
  7. To the extent that is practical, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. This would include information in a format and language such parents can understand.

**Other Targeted Populations such as Limited English Proficient Students and Students with Disabilities.** Children with disabilities and LEP children are eligible for Part A services on the same basis as other children who are selected for services. However, they are also entitled to services required by law because of their disability or their limited proficiency in English. A school may decide that the non-Part A services those children are receiving are sufficient to enable them to meet the State's challenging standards. However, children with disabilities or limited English proficiency who are performing more poorly than other Title I eligible children, even with the benefit of the non-Title services they receive, may still be among those in greatest need and, thus, should receive Part A services also.

**Services to Children in Private Schools.** The Title I program provides supplemental educational services for eligible public and private school students to assist those students in acquiring knowledge and skills necessary to meet the challenging student performance standards that all children are expected to meet. Services to eligible private school students will be provided by Title I teaching staff and may be provided on the premises of the eligible private student's school. The District will consult with local private schools to determine, what, if any, services are necessary for eligible students.

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