

	ABERDEEN SCHOOL DISTRICT	NEPN Code: CGD-R
	POLICIES AND REGULATIONS	

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. Elementary Schools will be placed in rank order of poverty as determined by free or reduced lunch status. Elementary schools with more than forty percent of students receiving free or reduced lunch will be considered 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 a consolidated application to the South Dakota Department of Education.

Selection of Participants. The schools identified as targeted assistance shall develop selection criteria for participants in the Title I program. Criteria may be objective and/or 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 programs will have their achievement in reading reported by each of the targeted assistance 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 to the South Dakota Department of Education.

Students who participate in a schoolwide Title I support programs will participate in standardized benchmark assessments throughout the school year. The results of these benchmark assessments will be shared with parents and used to help guide instruction in the general classroom and interventions.

The District Report Card will be made available to parents and teachers as soon as possible through the school website. 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 the school board.

School Improvement Plan. Each school will conduct a comprehensive needs assessment every five years, evaluating qualitative and quantitative data. This data will be used to develop a school improvement plan which will be reviewed throughout the school year to determine progress on the school's educational goals. School Improvement Plans will be presented to the Board annually and available on the school website.

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 workforce.
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:
 - i. Involve parents in the joint development of the annual Consolidated Plan, and the process of school review and improvement.
 - 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. Access parent involvement through the annual meeting or through other means of collecting feedback.
6. Provide parents the right to know the qualification of their children's teacher.
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.

Legal Reference:

The Elementary and Secondary Education Act (ESEA) (Pub.L.89-10,79 Stat. 27, 20 U.S.C. ch.70)

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