TITLE I PROGRAMS

The Title I program is based on an annual assessment of educational needs. This assessment includes identification of educationally deprived children in the public and private schools in this District. Title I services are provided to all eligible, educationally deprived students.

The Board believes parental involvement is a vital part of the Title I program. The Superintendent/designee jointly develops with and distributes to parents of children participating in Title I programs within the District a written parental involvement policy and guidelines. The written parental involvement policy includes a School-Parent Compact jointly developed by the school and the parents. The requirements of the policy, compact and guidelines are consistent with Federal and State law.

Parental involvement includes, but is not limited to, parental contribution to the design and implementation of programs under this title, participation by parents in school activities and programs, and training and materials which build parents' capacity to improve their children's learning in both the home and the school. To build a partnership between home and school, the District:

1. informs the parents of the program, the reasons for their children's participation and the specific instructional objectives;

2. trains parents to work with their children to attain instructional objectives;

3. trains teachers and other staff involved in programs under this title to work effectively with the parents of participating students;

4. develops partnerships by consulting with parents regularly;

5. provides opportunities for parents to be involved in the design, operation and evaluation of the program and

6. provides opportunities for the full participation of parents who lack literacy skills or whose native language is not English.

Title I funds are used only to augment, not to replace, state and local funds. The Board uses these funds to provide equivalent or comparable educational services in all schools receiving Title I assistance.

The District is required to bring students up to a proficient level in reading and mathematics. Any school that receives Title I funds, and fails to make adequate yearly progress as defined by the State Board of Education two years in a row, is required to offer school choice for students to transfer from the low-performing building to a building that is making the required progress. Among students exercising choice, priority is given to the lowest-achieving students from low-income families.

If a school does not meet the adequate yearly progress three years in a row, it is required to offer supplemental (tutorial) services. The administration is directed to develop a plan to comply with school choice and supplemental services.

[Adoption date: August 21, 1989]
[Re-adoption date: August 20, 1990]
[Re-adoption date: September 15, 1997]
[Re-adoption date: February 18, 2003]
[Re-adoption date: February 16, 2010]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
OAC 3301-35-04; 3301-35-05; 3301-35-06; 3301-35-07

CROSS REFS.: AC, Nondiscrimination
IE, Organization of Facilities for Instruction
IGBA, Programs for Students with Disabilities
IGBI, Limited English Proficiency
IGBL, Parental Involvement in Education
JB, Equal Educational Opportunities

TITLE I PROGRAMS
(Public School Choice)

The Board in conjunction with the No Child Left Behind Act has approved procedures so that parents whose student(s) attend a school identified as a school of improvement would have the option to apply to another school within District boundaries. The following conditions must be met.

Application Procedures

1. Annually, the District will notify parents of students in schools identified as School Improvement schools.

2. Parents must meet with the building principal to discuss their request for a new school assignment before an application is submitted to the Superintendent/designee.

3. An applicant for enrollment in a building that currently is in school improvement must be filed with the Superintendent/designee July 15.

4. Transfers can only be made to schools not identified as a School Improvement school, and the selection of building placement is determined by the Superintendent/designee.

5. Application approval or disapproval will be made by August 1 of the year in which the application is made.

6. Only one transfer per year is granted.

7. Applications are sorted by requested building and grade level, and placement is determined by building limits (see below).

8. Transfers are in effect for only one school year. Parents must reapply each year.

Building Capacity Limits

1. Building capacities are established each year based on enrollment projections and special programs, i.e., special education, Title I, preschool programs.

2. Student/Teacher ratios will be within state standards or contractual limits.

Student Qualifications

1. No special qualifications are necessary. However, if the District has insufficient capacity to accept all applicants, the Student Services Department will prioritize selections by "low achieving students from low income families."

2. Students with disabilities may only be assigned to buildings where the appropriate programming currently exists. The disabled student/teacher ratio will remain within state requirements and contractual limits.

(Approval date: February 16, 2010)