

NICE COMMUNITY SCHOOL DISTRICT



STATE & FEDERAL PROGRAMS

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TITLE I TARGETED ASSISTANCE PROGRAM PLAN

A Targeted Assistance School (TAS) is one that receives Title I, Part A funds, yet is ineligible or has chosen not to operate a Title I School-Wide School (SWS) Program. A TAS provides services to a select group of children – those the school identifies, on the basis of multiple educationally-related objective criteria, as failing or most at risk of failing to meet the state’s challenging content and performance standards. TAS may not provide services for all students in the school, or for all students in a particular grade. In TAS, Title I funds are traditionally used to add supplemental reading and/or mathematics, and in Michigan social studies and science programs serving a select number of identified students.

Objectives:

- ✓ Use all Title I, Part A funds to promote academic achievement standards in eligible students;
- ✓ Incorporate Title I, Part A planning into the School Improvement Plan;
- ✓ Be based on effective means for improving achievement of participating children;
- ✓ Use scientifically-based instructional strategies to strengthen core academics;
- ✓ Give primary consideration to extended-time strategies, such as an extended school year, before- and after-school, and summer programs and opportunities;
- ✓ Provide accelerated, high quality curricula;
- ✓ Minimize pull-out programs;
- ✓ Coordinate and support the regular education program;
- ✓ Provide instruction by highly-qualified and trained professional staff; and
- ✓ Implement strategies to increase parental involvement.

Student Selection

Selecting the highest needs children for the Title I program is an integral part of a Targeted Assistance Program. Selection for the Title I program is conducted at both the school and the district levels, and differs for children by grade level. Eligible children are identified as those failing or being at risk of failing to meet academic achievement standards.

- ✓ Children from preschool through grade 2 must be selected solely on the basis of teacher judgment, interviews with parents, and results of developmentally appropriate measures.
- ✓ To determine eligibility of students in grades 3-12, the eligibility must be based on multiple, educationally-related objective criteria established by the Local Educational Agency (LEA) and supplemented by the school. Parent request and teacher judgment *may* be used to place children in grades 3-12 in Title I programming *in conjunction with, but not in place of*, standardized achievement measures

With the authorization of the *No Child Left Behind Act of 2001* (NCLB), the categories of children who are automatically eligible for Title I programs has expanded to include: students served in the previous two years under the Migrant Education Program. Also automatically eligible is any child:

- ✓ Who participated in Even Start, Head Start, Early Reading First or a Title I preschool service within the previous two years,
- ✓ Attending a community day program or living in a state or local institution for neglected or delinquent children; and
- ✓ Who is homeless and attending any school in the LEA (not necessarily a Title I-funded school)

Title I Placement Exceptions

- ✓ Should a school decide to serve a low-priority student ahead of a high-priority student, the reason must be clearly documented and determined on a case-by-case basis
- ✓ Acceptable reasons for non-placement of high priority students include: a) parent refusal of placement and b) if a student's needs are addressed through other services
- ✓ Students may not be removed from the list just because they receive another educational services such English language services or specially-designed instruction through an Individualized Education Program (IEP)
- ✓ Based on a student-by-student case, it may be determined that the other service a student is receiving is sufficient to enable them to meet the State's standards. This must be documented on the target list why a higher needs student has been "skipped over" for services.

Exit Criteria and Procedures

In addition to determining which students will be served by Title I, TAS must set criteria by which students may receive an academic exit from the program. This exit process depends on the selection criteria and individual student performance. In order to provide equal access to all children, it is important for each school to have clearly delineated the processes and criteria that will be used to move children in and out of Title I programs.

Academic exit actually refers to the child that is no longer considered eligible for Title I program services. When a child reaches grade level, or meets the Title I program criteria for an academic exit, even if he or she continues to receive services until the end of the grade being served, that child is noted as an academic exit. Moving into a grade that does not have Title I services from a grade that did is not considered an academic exit. For example a program designed around early reading and/or mathematics success tends to provide services to children at specific grades; once the child has moved out of the grades where services are offered, services end. This type of program exit is not referred to as an academic exit.

At what point in a student's academic gain or performance should he or she no longer be served by Title I? The capacity of the Title I program is a large consideration. Elementary programs

tend to differ from secondary programs. Ideally, all eligible students receive supplemental Title I services until they are no longer at risk of failing to meet the state's standards. The reality is, however, that many Title I programs have waiting lists of eligible students who may have greater need than students who have been in Title I, made progress, but are still not meeting standards.

Typically, schools that provide services to the highest needs children throughout the grades tend to keep students enrolled in Title I year after year. In some cases even though a student may be progressing appropriately in the classroom, the Title I program continues to serve him or her just to provide that bit of extra support. When there is no waiting list of eligible, higher-needs students, this may be acceptable, but when other students are waiting to participate this would not be an advisable practice. Title I students may be given an academic exit, still have their progress monitored and even receive supplemental services as needed through the simultaneous service clause in Title I.

Selecting a Service Delivery Model

There are several models available for TAS. Pull-out models are highly discouraged, while models that include before- and after-school programming, extended year education and summer opportunities are encouraged. When a delivery model has been selected, it must be demonstrated that students receiving Title I, Part A services benefit from the additional instruction and support.

The service delivery model at Aspen Ridge in 2011-12 includes:

- Small group in-class
- Small group pull-out

Aspen Ridge also utilizes the Child and Family Resource Center as the "hub" for the coordination of family involvement activities.

Schools are encouraged to provide Title I services to students in a variety of ways. Schools may serve Title I, Part A students simultaneously with a) students with similar educational needs and b) in the same educational settings as students with similar needs.

Parent Involvement

Parent involvement is required by Title I, Part A. Parents of students receiving Title I, Part A are required to have an opportunity to participate in an annual parent meeting and parent-teacher conference. Parent involvement is an important component of a targeted assistance or school-wide program.

See Appendix A and B for more information.

Administrative Duties

Records must be maintained that document that Title I, Part A funds are spent on activities and services only for participating Title I, Part A students.

The following documentation is maintained:

- Within this document:
 - Selection criteria and selection process
 - Description of service delivery model
 - Parent Involvement Plan
 - Parent Compact
- Selection worksheets
- Student-related data
 - MEAP
 - Services provided
 - Progress made
 - Date and reason for exiting the program
- Documentation of parent meetings
- Time and effort records (Personnel Logs)
- Documentation of meetings and conferences
- Program evaluations
- Program review results

TITLE I PROGRAM CRITERIA & MEASURES

Goal of Title I, Part A: To assure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic standards and state academic assessments.

Demographics: NICE Community School District is a Mid Upper Peninsula Public School District of 1250 students. It is comprised of two schools: The Aspen Ridge School (K-8) and Westwood High School (9-12). The district student population has a 10% poverty rate, 25-30% of the students are at risk and the district includes seven townships and spans 680 sq miles. 50-60% of the students graduate and go on to four year universities

Requirement #1: Resources must be used to help eligible students meet standards. Identification of eligible students, their academic needs, and what must be done to address those needs is based on data from a comprehensive needs assessment.

- Targeted Assistance funds can be used only for those students identified as having the greatest academic needs in the areas of reading and math. In order to assure the neediest students are served, students must be rank ordered and prioritized. The goal is to assure that those students who are the furthest from proficiency receive additional support.
- Using multiple, educationally-related risk factors, not socio-economic status, as the criteria for eligibility, rank order and prioritize students based on academic risk factors in order to identify who will receive Title I services.
- Children from Kindergarten through Grade 2 are selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.
- Children in grades 3 through 12 are selected on the basis of multiple, educationally-related, objective criteria established by the LEA and supplemented by the school.

The specific assessments used for selecting students for participation in the Targeted Assistance program at Aspen Ridge include: DIBELS, MLPP, STAR Reading, STAR Math. Assessments are conducted in the fall and spring. Spring assessments are used to develop the initial list of eligible students. Assessments facilitate the school determining the interventions.

Requirement #2: The Targeted Assistance (TA) Plan must be part of the overall school improvement process.

The data that is collected for all students is used in the school improvement process. The School Improvement Plan includes goals that address the need to increase the achievement level of all students, including Title-eligible students. Title I, Title II, At Risk and Special Education interventions and services are integral to the school's ability to achieve AYP. Research supports the use of strategic and intensive intervention to accomplish this goal.

Requirement #3: Effective methods and instructional strategies must be based on scientifically-based research that strengthens the core academic program of the school.

The following strategies are used in order to ensure Title-eligible students meet or exceed grade-level expectations for reading, writing and mathematics:

Grade	Activity/Program	Objectives	Resources
K	In-class small group and pull-out small group	Fluency, Comprehension, Phonemic Awareness	Intervention Aides
1			Intervention Aides
2			Intervention Aides
3			Intervention Aides
4	Read 180 Program	Reading comprehension	Title I Teacher
5	Read 180 Program	Reading comprehension	Title I Teacher

Requirement #4: Primary consideration must be given to extended learning time rather than within the regular school hours. Instruction should be based on an accelerated curriculum and focus on applied learning.

Extended Learning Opportunity	Group Size	Minutes per Day	Days per Week	Materials Used	Taught by
Small group in class	1:1 to 1:5		5	K-3	Intervention Aides
Small Group Pull-Out	15	90	5	Read 180 (4th and 5th Grade)	Title I Teacher
After School Tutoring	15-20	75 Min	2x	Learning Lab	Teacher

Requirement #5: The TA program must coordinate with and support the regular education program and include transition from early childhood programs.

- Coordinate and support the regular education program:
 - In grades K-3, teachers develop lesson plans for TA students which paraprofessionals execute.
 - In grades 4-5 a Reading Intervention teacher pulls students out of class for a supplemental reading program (Read 180).

- Collaboration with early childhood providers:
 - The school houses three early childhood programs in the building: ECDD, NICE Start Preschool and Head Start Preschool.

- The early childhood staff, special education staff and NICE staff collaborate on the preschool and kindergarten screening process and initial identification/placement of students who are at risk.
- In 2010-11 the district coordinated an area-wide alignment of resources and training. The district and its partners recognize that there are multiple paths to prepare students for success in school and that working together toward common goals with common expectations will strengthen the opportunities provided. This strand involves three strategies:
 - Preschool Curriculum Alignment: In partnership with AMCAB and the Great Start Collaborative, the district provides curriculum resources and support for staff of district early childhood programs including kindergarten, and licensed preschool staff. The 2010-11 school year offered opportunities for early childhood programs serving district children to standardize and align curriculum with state and national standards. These efforts enhanced the curricular and instructional opportunities available to children in early childhood settings and ensure consistent attainment of pre-literacy, pre-numeracy and social skills.
 - Common Professional Development: In partnership with AMCAB and MARESA, the district provides district early childhood staff, kindergarten faculty and licensed preschools serving district children standardized and consistent professional development and exposure to early learning opportunities available in the region.
 - Collaboration with Licensed Preschools: In 2010-11 the district worked with licensed preschools serving district children to establish/address infrastructure needs, including ensuring that all young children have access to interactive technologies that engage them in early learning opportunities such as SMART™ Tables and Little Tykes Young Explorer™.
- Other:
 - The district's award-winning *Child & Family Resource Center* is located in the elementary school and provides a variety of services for students, parents and teachers in the community. The center provides a welcoming place where families participate in children's activities during the day and in the evening; making important information and services available to families; and creates a vital early link between home and school. The following strategies/activities were implemented/expanded in 2010-11 in order to strengthen the relationship with children and families to increase the district's capacity to support early childhood development:
 - Expansion of daytime playgroups for 2-4 year old children and families: Playgroups currently meet twice a month. This initiative offers weekly playgroups with both daytime and evening playgroups to accommodate parents' schedules. Approximately 60 families (20% of the early childhood population) currently participate in playgroups. Playgroup goals include providing socialization skills, parent networking opportunities, early literacy activities and early fine arts experiences.

- Expansion of parent education workshops to support parents of newborn children: In 2009-10 the district noted a 50% increase in workshop participation among parents of newborn children. Those who attend cite the value of networking with other parents to discuss common issues.
 - Creation of early literacy classes for parents and their 3- and 4- year old children: Weekly parent education sessions provide research-based resources and strategies to ensure all children develop early literacy skills. The Child and Family Resource Center staff collaborates with the Marquette-Alger RESA and Great Parents/Great Start staff to align activities with state and national standards.
 - Expansion of transition activities for all children in the NICE Community School District: The transition into school or between schools is a critical juncture for children of all ages. Special emphasis is placed on communication between preschool and kindergarten teachers to provide seamless curriculum and to facilitate communication between the school and parents as they prepare their children for Kindergarten.
 - Improving parent, family and child access to technology: Many households in the school district lack up-to-date technology and efficient internet access. The *Child and Family Resource Center* serves as a point of access for computers, internet service, interactive technologies, and software applications that teach literacy and early speech development.
 - Coordination of monthly subject-focused family-school activities: In addition to early literacy sessions, parents are offered sessions to help them understand how they can support their children in the areas of mathematics, science and social studies. Such sessions strengthen the bond between the school and families and provide parents the opportunity to be involved in their child's education.
 - Establishing an electronic "E-Blast" communication for families: The "E-Blast" is sent regularly and, like the early childhood webpage, provides information specific to activities occurring in the Child and Family Resource Center as well as the building in order to ensure all parents are connected to their child's education.
- Successful existing programs such as NICE Babies, NICE Families (outreach programs) and the lending library will continue. Additional staff time was allocated for 2010-11 in order to coordinate the implementation of the above activities as well as to realign responsibilities and volunteer efforts to establish a sustainable program in the future given the economic uncertainty.

Requirement #6: Instruction must be provided by highly-qualified teachers.

All core content teachers and Title I paraprofessionals in our school are highly qualified.

Requirement #7: Professional development must be sustained, job-embedded, and tied to student achievement.

- Individualized Professional Development: In 2010-11 the district promoted organizational learning by implementing an individualized and ongoing professional learning plan. By leveraging time, experience and technology the district worked to ensure that professional development is ongoing, individualized, convenient, and flexible and utilize current technologies. Priorities included collaboration and shared learning in order to build leadership capacity within the district and take advantage of individual expertise that exists.
- Grade Level Meetings are scheduled throughout the year for grades K-5 to discuss the Title program and students.
- Specific Training: K-5 staff have, and will continue to receive DIBELS Training and Structured Language Training

Requirement #8: Strategies must be included to increase parental involvement and family literacy. Requirement #8 has three elements:

- A Parent Involvement Policy is in place. (See appendix A)
- A Parent-School Compact has been developed in collaboration with parents. (See appendix B)
- Family literacy activities are regularly scheduled through the Child & Family Resource Center for the youngest children. A goal for 2011-12 is to increase the opportunities K-5.

Requirement #9: The plan must specifically coordinate and integrate Federal, State, and local services and programs outlined in the law itself.

Below are the partnership/collaborations the school has engaged in for the past year:

- Partner with the Alger-Marquette Community Action Board to begin a new early childhood program (NICE Start) as well as house a new Head Start classroom. Both programs are located in the Aspen Ridge School. The Alger-Marquette Community Action Board (AMCAB) is a non-profit organization that provides services to the community including educational programs for young children (Head Start).
- Partnership with the Marquette-Alger RESA and local early childhood providers to provide for an area-wide early childhood curriculum alignment and professional development.

Requirement #10: The plan must be under ongoing review and specific revision to provide additional assistance to eligible students as necessary to enable them to meet state standards.

Monitoring Plan for Scientific Research-Based Instructional Strategies and Extended Learning opportunities										
Strategies	Frequency	Check months in which monitoring will occur								
		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Grade Level Meetings/Data sharing	Monthly	X	X	X	X	X	X	X	X	X
Building-wide meeting	2x per year	X						X		

Requirement #10 – Part 2: Evaluation

See Appendix C for the form used to collect evaluative information regarding each of the programs supported with federal funding.

Title II, Part A CLASS SIZE REDUCTION PLAN

Title II, Part A provides additional funding for schools that can be used to reduce class sizes in eligible grades for the purpose of improving student achievement for eligible students.

Class Size Reduction Criteria include:

- ✓ Based upon a needs assessment,
- ✓ Must reduce class size to 17 or fewer, in grades K-3
- ✓ In classes taught by highly qualified teachers who adjust instructional strategies to fit reduced class size,
- ✓ For schools with at-risk populations of students,
- ✓ Where the effort is sustained for the cohort group for at least 2 years.

SECTION 31A (AT RISK) PROGRAM

Since 1994, students in the NICE Community School District have benefited from supplemental funding known as "At Risk."

Eligibility

Similar to Title I, students are selected based on a set of criteria. In order to receive Section 31A funded services, pupils must meet:

- ✓ One or more of the MEAP criteria;
- ✓ Two or more of the non-MEAP criteria; or
- ✓ For Grades K-3 only, one or more of the core curricular criteria.
- ✓ For Birth-Age 5 only, one of the 25 indicators

Program Components

The NICE Community School District's 31A (At Risk) allocation has been used to support the following:

- ✓ Counseling and Support for At-Risk students K-8
- ✓ Counseling and Support for At-Risk students 9-12
- ✓ Instructional Support Programs (pull-out and in-class tutoring)
- ✓ Direct Instruction

Program Evaluation

See Appendix C for the form used to collect evaluative information regarding each of the programs supported with federal funding.

Support of the "At-Risk" Population at Westwood High School

The continuum of support offered to "At-Risk" students at Westwood High School is diverse. Students who are deemed "at-risk" are brought up for discussion at an "**at-risk meeting**". There, the principal, representative teachers, parents, and guidance counselor discuss the various concerns regarding the "at-risk" student and a strategy for success is developed.

Such students may receive a number of services, depending on the perception of severity of risk. Services may include, but are not limited to:

- **Personal contact** in the hallway by the counselor a member the administration or staff.
- A **private appointment** scheduled with the counselor or the administration to discuss an issue that may be a contributing factor of risk.
- A **parent meeting** which includes the administration (and possibly other staff members) and the parents or guardians of the 'at-risk' student.
- A WHS **staffing** which includes all of the student's teachers, the school counselor, a member of the administration, the student, and the parents.
- A schedule change which may result in the addition of a help class such as **Guided Instruction**.
- A schedule change which may result in the addition of a help class such as **Directed Studies**.
- A referral for a **special education** evaluation.
- An **outside referral** for services outside of the school building. (S.O.D.A.S. Michigan Works).
- An **emergency referral** to a helping agency such as Child Protective Services or 911.

The level of support varies depending on the situation. Not all students in the building will receive these services, however, all are eligible. The "At-Risk" referral process can be started by anyone, at anytime.

SPECIAL EDUCATION & 504

Below please find the following information:

1. Special Education and Related Services Information
2. Special Education Evaluation Procedures (please refer to external link)
3. Section 504 Policy

Special Education and Related Services

The NICE Community School District shall provide a free appropriate public education and necessary related services to all students with disabilities as may be required under the Individuals with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and Michigan statutes.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in state and federal statutes which govern special education. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. The system of safeguards shall include notice of the opportunity for the student's parent(s)/guardian(s) to examine relevant records, to have an impartial hearing with opportunity for participation by the student's parent(s)/guardians(s), and representation by counsel, and access to a review procedure.

Special Education Evaluation Procedures:

<http://www.nice.k12.mi.us/files/PDFs/district/forms/sldep.pdf>

Section 504 Policy

It is the intent of the Board of Education that no otherwise qualified student with a disability shall be excluded from participation in, denied the benefits of, or be subjected to discrimination solely on the basis of his/her disability in any program or activity conducted by the District. The nondiscrimination protection applies to any student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment.

It is further the intent of the Board of Education that any student within its jurisdiction who has a physical or mental impairment that substantially limits a major life activity shall be identified, evaluated and provided with appropriate educational services regardless of the nature or severity of the impairment. A student may be disabled under this policy even if they do not require services pursuant to the Individuals with Disabilities Education Act (IDEA).

Due process rights of students with disabilities and their parents under Section 504 will be enforced. The special education coordinator for the District shall serve as the District's Section 504 coordinator.

NOTICE OF NONDISCRIMINATION & COMPLAINT PROCEDURE

The District will not discriminate against any person based on sex, race, color, national origin, religion, height, weight, marital status, handicap, age, or disability. The administrator in charge of Special Education is appointed the Civil Rights Coordinator regarding complaints of disability/handicap discrimination involving educational services, programs and activities. The Superintendent is appointed the Civil Rights Coordinator regarding discrimination complaints made by students (grades Pre-K through 12) and/or their parent(s)/guardian(s), and involving sex, race, color, national origin, religion, height, weight, age, or marital status. The Superintendent is appointed the Civil Rights Coordinator regarding all other complaints of discrimination.

Inquiries or complaints by students and/or their parent(s)/guardian(s) related to discrimination based on disability/handicap should be directed to:

Special Education Coordinator
NICE Community District
300 Westwood Drive
Ishpeming, Michigan 49849
Phone: (906) 485-1021

Inquiries or complaints made by students (grades Pre K through 12) and/or their parent(s)/guardian(s) related to discrimination based on sex, race, color, national origin, religion, height, weight, age, or marital status should be directed to:

The Superintendent of Schools
NICE Community District
300 Westwood Drive
Ishpeming, Michigan 49849
Phone: (906) 485-1021

The Civil Rights Coordinators above are designated to receive and resolve complaints from any person who believes that he/she may have been discriminated against in violation of this policy. Any person who believes he/she has been discriminated against in violation of this policy should file a written complaint with the Civil Rights Coordinator within ten (10) calendar days of the alleged violation. The Civil Rights Coordinator will take, then, the following action: First, cause an investigation of the complaint to be commenced. Second, arrange for a meeting to occur with the complainant, which may include District staff who are knowledgeable of the facts and circumstances of the particular complaint or who have particular expertise that will assist in resolving the complaint. Third, complete the investigation of the complaint and provide, in writing, a reply to the complainant. If the Civil Rights Coordinator determines that a violation has occurred, he/she shall propose a fair resolution of the complaint and deliver the determination to the complainant and the Superintendent.

The complainant may appeal the Civil Rights Coordinator's determination by so notifying the Superintendent within (10) calendar days of the Civil Rights Coordinator's determination. The Superintendent may conduct additional investigation of the facts and circumstances surrounding the complaint.

Upon completion of, or at any point in, the grievance process, complainants have the right to file a complaint with the Office for Civil Rights, US Department of Education, Washington, D.C. 20201. The complainant should first be directed to the following address:

Office for Civil Rights
600 Superior Avenue, Suite 750
Cleveland, OH 44114
(216) 522-4970 phone
(216) 522-2573 fax

APENDIX A: Title I Parent Involvement Policy

I. Policy Involvement

The NICE Community School District believes that all parents and families want the best for their children and can help them succeed. The District also recognizes that when schools work together with families to support learning, children are apt to succeed not just in school, but throughout life. Therefore, it is recommended that a committee of stakeholders to include at least the following: (building principal, Title I staff member, classroom teacher, two parents and Title I coordinator) shall convene annually to review and revise as needed, the District's Local Educational Agency (LEA) Plan and the District's Parental Involvement policy. Such a meeting shall be called by the Title I coordinator and be held at both a convenient time and location so as to maximize attendance and participation.

Specific items to be addressed at this meeting may include:

- ✓ Professional development priorities for the coming year
- ✓ District support of school efforts
- ✓ Coordination of effort with other agencies
- ✓ Communication with parents about Title I services/student progress
- ✓ Effective identification of eligible students
- ✓ Promoting levels of parental participation

II. Shared Responsibility

The principle of shared responsibility for student success is recognized and celebrated by the NICE Community School District. It is evidenced in the School/Parent Compacts created by Title I Part A eligible buildings in cooperation with Title I Part A parents to set forth the specific roles to be played by school personnel, parents, and students in order to maximize student achievement.

III. Building Capacity for Involvement

The district shall work to build the capacity for parent involvement in its participating buildings by offering the technical support and assistance of its coordinator in planning and implement effective parent/school partnerships.

The District shall promote open and regular two-way communication between parents and school personnel.

The District shall encourage Title I buildings to work in close cooperation with other agencies to provide as much assistance as possible to students in need.

The District shall conduct an annual evaluation of the Title I plan and use such findings to improve the program and participation in subsequent years.

IV. Evidence of Existing Parent Involvement Efforts

- a. *An Open House* is scheduled prior to the start of school for all students.
- b. *Parent Teacher Conferences* are held each November with approximately 95% attendance.
- c. *A Family Night* is held each May. Attendance is typically several hundred people. While all parents are invited to attend.

- d. Home School Communications exist in a variety of forms:
- ✓ District wide calendar is published for families
 - ✓ District wide newsletter is published and sent to students' homes at least twice each year
 - ✓ Building newsletters are sent home monthly or bi-monthly
 - ✓ Family Resource Institute sends "family friendly activity calendar monthly"
 - ✓ Classroom teachers send individual and class communiqués
 - ✓ Conferences are held for each student at least once annually
 - ✓ Family Resource Institute bulletin board announces trainings, events, groups
 - ✓ District web-site offers updated information and announcements as well as recommended links for parents
 - ✓ PTOs are active, meeting regularly throughout the year
- e. Opportunities to volunteer in the Schools, Classrooms abound:
- ✓ As library assistants
 - ✓ Fluoride distributors
 - ✓ PTO Efforts
 - ✓ Classroom assistance and special events
 - ✓ The Family Resource Institute has developed an extensive volunteer program, complete with handbook, orientation sessions and dozens of need areas to fill.

APPENDIX B: School-Parent Compact

Aspen Ridge School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the 2011-12 school year

School Responsibilities - The Aspen Ridge School will:

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:

- ✓ provide quality teaching and leadership
- ✓ explain the academic standards students are to meet
- ✓ provide quality instructional materials
- ✓ make efficient use of learning time
- ✓ assign meaningful homework that supports classroom instruction
- ✓ provide additional assistance to students when possible
- ✓ demonstrate care and concern for each student
- ✓ respect individual differences
- ✓ provide a safe environment, that is conducive to learning, and to helping children achieve State performance standards
- ✓ explain and model behaviors and procedures that are expected of students at school

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Those conferences will be held during the first two weeks of November of each school year.

3. Provide parents with frequent reports on their children's progress. The school will send home formal report cards at quarterly intervals throughout the school year. Informal progress reports may be sent home at various intervals during the school year. Teachers and other school officials will also respond promptly to parents' requests for information about their student.

4. Provide parents reasonable access to staff. Parents may contact teachers or other school officials at any time through phone calls, voice mail, email or a personal visit to the school. Staff is available for consultation either during the school day as schedules allow or at any time after school.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities by providing:

- A welcoming atmosphere for the participation of parents in the school.
- Communication of volunteer opportunities either school-wide or specific to their child's classroom.
- A volunteer coordination and training program through the school's Child and Family Resource Center.

Parent Responsibilities:

We as parents shall encourage and support our children's learning by pledging to:

- ✓ act as good role models for life-long learning
- ✓ ensure regular school attendance
- ✓ promote positive attitudes about learning and school
- ✓ support school rules and procedures
- ✓ encourage promptness in getting to class and to school events
- ✓ protect and maintain the children's health
- ✓ provide a quiet, well-lighted study area
- ✓ establish a regular time and routine for homework
- ✓ oversee that homework is completed
- ✓ support the child's efforts to improve and do good work
- ✓ communicate with teachers or school officials about problems that may interfere with the child's learning
- ✓ attend parent/teacher conferences and requested meetings
- ✓ discuss report cards, behavior reports, and related issues with the child
- ✓ provide a library card, or in some alternative way ensure the availability of quality reading materials

Student Responsibilities:

We, as students will share the responsibility to improve our academic achievement and achieve the State's high standards by pledging to:

- ✓ attend school regularly
- ✓ be on time for classes and school events
- ✓ bring pencils, pens, paper, textbooks, and needed learning tools to class
- ✓ complete in-class and homework assignments
- ✓ assist in keeping the school safe and clean
- ✓ respect the personal rights and belongings of others
- ✓ comply with all school and classroom rules
- ✓ participate in classroom and school activities
- ✓ cooperate with parents, teachers, and all school personnel

For effective learning to take place, these parties cannot operate independently of one another, but must work as a team to bring about academic growth and success for the students. This need to work together underscores the importance of communication between parents and teachers/school on an ongoing basis.

Signatures

School	Parent(s)	Student
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We are interested in hearing your comments on the contents of this document. Furthermore, if you would be interested in serving on a future Title I Parent Advisory committee, please contact Tonya Perry, State and Federal Programs Coordinator at 485-3175. The following people are responsible for the development and revision of this compact:

Michael Haynes, Superintendent

Bryan DeAugustine, Principal

Jill Zueger, K-8 Counselor

Tonya Perry, State & Federal Programs Coordinator

Teachers: Rebecca Krook, Ellen Larson, Mary Sinclair, Tom Wagner

APENDIX C: Federal Program Evaluation Form

TITLE I, Title II & 31A PROGRAM EVALUATION

District: NICE Community School District (52015)

Program or Service (check one): _____ Extended Learning Opportunities (Learning Lab)
_____ Targeted Assistance Aides
_____ Parent Involvement (Child & Family Resource Center)
_____ Class Size Reduction
_____ Grades 4-5 Reading Instructor (Read 180 Program)

Year:

Completed By:

Target Audience (describe the students/families served):

Activities (describe the activities conducted to support the students/families):

Effects (describe the results/effects of the activities above):

Data Collected (check the data that is available that is used to measure success):

_____ Attendance
_____ Behavior Referrals
_____ Achievement Data (MEAP, MME, DIBELS, MLPP)
_____ Classroom Assessments
_____ Report Cards
_____ Drop-out Rates
_____ Parent Feedback
_____ Other (please list to the left)

Other factors suggested by data that indicate program success:

Program modifications to be made as a result of program review: