



TITLE I TARGETED ASSISTANCE PROGRAM

The Title I Program is a federally funded instructional program designed to provide support for students who have been identified as experiencing difficulties in school, especially in the language arts and math areas. The building principal in each Title I school is considered the program "leader," and is directly responsible for implementation of the school's Title I program in compliance with federal legislation.

Students are identified for the Title I program using several different criteria. Classroom teachers, Reading Specialists and school principals are all involved with gathering information on students who are considered to be candidates for the Title I Program, and deciding what students are the most in need of this supportive help. Some of the information this "school team" gathers to review and use for making decisions includes teacher records and recommendations, results of school and district performance assessments and other informal assessments conducted each day as part of instruction, attendance and retention records, and grades. Parents are notified by their classroom teacher regarding their eligibility for Title I support based on district developed criteria.

All students in the school are eligible to be considered for Title I services, including ESL and special education students. However, ESL and special education students cannot be placed into Title I solely based on their special circumstances: they must be considered using the same criteria as all other students. This means, for example, that ESL students will need to evidence facility with oral/aural language and a concomitant need in reading/language arts before being considered. Likewise, special education students must evidence a need in these areas to such an extent that the special class placement alone is not sufficient.

Title I students who transfer into a school from another Title I school in the district should be placed into the Title I program immediately for the remainder of the school year, or until the student no longer evidences a need for Title I services, whichever comes first.

Subsequently, the student will need to be considered for placement based on the same criteria as all other students. The same conditions are in effect for students who move in from another school district.

In the Souderton Area School District, the Title I Program allows for instructional support for students in and out of their classroom environment. This means that the Title I assistant works with students in need of support within their regular classroom setting on an individual or small group basis. Occasionally, the Title I assistant does take students out of the regular classroom for special activities or instruction. However, no matter when or where the Title I assistant is working with students, the emphasis is always on helping each child to be successful in the regular classroom curriculum. Very often, the Title I assistant uses the same instructional materials and methods used by the classroom assistant, while at other times a variety of different materials might be used, but always with the same goal for students--success in the regular classroom program.

Parents' involvement with the decision to place their child into the Title I Program includes:

- Parents are notified by their classroom teacher regarding their child's eligibility for Title I support based on district developed criteria.
- Parents sign an approval form consenting to the placement of their child in Title I.
- Parents are invited to regularly scheduled conferences with the classroom teacher and may request that the Title I assistant attends, usually corresponding to the district schedule of parent conferences.
 - A variety of parent involvement activities are conducted throughout the school year.