

Title I Requirements

I. Eligibility and Programs

Title I funds are targeted for public schools with the highest percentages of children from low-income families. Title I is designed to help those students who are served by the program achieve proficiency on State academic achievement standards. The parents of Title 1 students have the right to request to see the applications for these funds and to request to see how the funds are allocated and being used. There are two types of programs:

- **Targeted Assistance:** The school must focus Title I services on children who are failing, or most at risk of failing, to meet State academic standards.

- **School wide Programs:** Schools enrolling at least 40 percent of children from low-income families are eligible to use Title I funds, (along with other Federal, State, and local funds), for school wide programs, instead of focusing on those most at risk of failing. These programs are designed to improve achievement for all students, particularly the lowest-achieving students.

Currently, our schools implement targeted assistance programs: In targeted assistance programs primary consideration has to be given to extended-time strategies, with minimization of the removal of children from the regular classroom during regular school hours, and schools receiving Title one fund must implement strategies to increase parental involvement. A targeted assistance school differs from a school wide program school in several significant respects:

- Title I Part A funds may be used in targeted assistance schools only for programs that provide services to eligible children identified as having the greatest need for special assistance.
- Title I Part A funds must be used for services that supplements, and do not supplant, the services that would be provided, in the absence of the Part A funds, from non-Federal sources.
- Records must be maintained that document that Title I Part A funds are spent on activities and services for only Title I Part A participating students.

II. Parental Involvement

The District is required to have a written parent involvement policy, which lays out expectations for parent involvement, and that is jointly developed by parents. This policy is made available to parents of participating children.

Targeted assistance schools design, in consultation with parents, staff, and district staff, an instructional program to meet the needs of those students.

Targeted assistance programs must use instructional strategies based on scientifically based research and implement parental involvement activities.

Each Title I school develops a School-Parent Compact which outlines how parents, the entire school staff, and students, share the responsibilities for improved academic achievement and the means by which the school and the parents will build and develop a partnership to help children achieve the State's high standards.

III. Teacher Qualifications

Parents and guardians have the right to request specific information about the professional qualifications of their children's classroom teachers. Pursuant to the No Child Left Behind Act of 2001, the District is required to notify the parents/guardians if their child has been assigned to, or been taught for four or more consecutive weeks by, someone who does not meet the NCLB definition of a highly qualified teacher. The District must take steps to make sure all teachers become highly qualified in accordance with NCLB requirements.

IV. Adequate Yearly Progress (AYP)

Schools receiving funds under Title I have to show that they are making adequate yearly progress, as determined by State assessments and local measures.