



Title I Targeted Assistance School Program Plan

SOUTH SIDE LOWER ELEMENTARY SCHOOL

School
PEARL RIVER COUNTY

County
2009-2010

School Year
JOAUN LEE, PRINCIPAL

Contact
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Phone

Signatures:

Superintendent Dean Shaw Date: 12/17/2009

Principal Joan Lee Date: 12/17/2009

Title I Director Frank McCardle Date: 12/17/2009

Step 1 – Designing, Development, and Implementation of Title I Services

- a) How have the student's needs been identified?
(For example Targeted Assisted assessment scores, comprehensive needs assessment)

South Side Lower Elementary School uses a comprehensive needs assessment to identify student needs and services and a multi-criteria student needs assessment to identify student eligibility for all Title services.

The comprehensive needs assessment focuses on the following five dimensions: Student Achievement, Curriculum and Instruction, Professional Development, Parental and Community Involvement, and School Organization. Evaluation questions are incorporated into each dimension so respondents may also evaluate current year programs while identifying needs and services for the coming year.

A multi-criteria needs assessment is used to rate students to determine eligibility for receiving services funded by the Title programs. The criteria to rate students are: homeless, migrant, and/or ESL status, medical and social needs, retention, past enrollment in Head Start, being on or below grade level, teacher recommendation, and state assessment scores. Each category is assigned a point value. Once rated, each student is assigned a total point value in Reading/Language Arts and Mathematics. Eligibility lists are then created and sorted from highest to lowest points. Students with a higher point value in each academic area are considered to be in greatest need and are served accordingly.

Attachment: Comprehensive Needs Assessment/Evaluation Tool 2009/2010

- b) What service will be offered?
(Services do not have to be the same as those offered within the LEA. The services provided are usually reading/language arts and math in Targeted Assisted schools.)

South Side Lower Elementary School will operate a targeted assisted program for the 2009/2010 school year. 86% of the respondents completing the Comprehensive Needs Assessment suggest that services in both, Reading/Language and Mathematics, should be offered to eligible students. 14% stated that services should be only provided to first and second grades.

South Side Lower Elementary School will provide services in both academic areas of instruction. Available Title I, Part A funds will be used for, but not limited to, the funding of salaries, benefits, supplies, equipment, and related services.

- c) How, where, and by whom will the services be provided?
(Title I services in Targeted Assisted schools should be provided through the following means: (1. Instructional services provided by public school employees or third-party contractors; 2. Extended day services 3. Computer-assisted instructions.) *This list is not all-inclusive.*

South Side Lower Elementary School has budgeted salaries and benefits for five (5) paraprofessionals to provide individualized and small-group instruction to eligible students. 86% of the responses on the comprehensive needs assessment suggested

that students receive individualized instruction, and 14% suggested that small-group instruction be provided. In addition, 86% of the responses suggested that services be provided in grades K-6.

Students will be assigned to a certified teacher's roster who is assigned a Title I aide. The aide is responsible for providing small-group and/or individualized instruction under the guidance of the academic teacher. This supplemental instruction is provided to eligible students after regular academic instruction has been completed.

Instructional services will be provided through traditional and computerized means. Instruction will be provided in the regular classroom and computer lab setting. Remedial services will be provided during the regular day and also in an extended-day or extended-year setting as funding permits. 86% of the responses on the comprehensive needs assessment suggest that extended-day and extended-year services are a valuable component of South Side Lower Elementary School's targeted assisted program.

- d) **What assessment services will be provided and how will the assessment results be used? (For example: Participating students test scores will be evaluated; Assessment scores will be monitored; Results will be used to determine program success and whether the same program should be implemented the following year.)**

The success of the program will be based on the comparison of yearly assessments, district assessments, academic scores, and attendance.

In addition, the evaluation component of the comprehensive needs assessment will be used to determine program effectiveness. 100% of respondents evaluated the 2008-2009 Title I Targeted Assisted program at South Side Lower Elementary as being effective.

South Side Lower Elementary serves Kindergarten through Second grade. It is a non-tested school. However, South Side Lower Elementary is a feeder school for South Side Elementary. Therefore, South Side Lower Elementary is assigned South Side Elementary School's 2008-2009 AYP results. After comparing state scores from 2008-2009 and 2007-2008, South Side Lower Elementary students met AYP standards for the 2008-2009 testing period in Reading/Language Arts and other Academic Indicators. However, South Side Lower Elementary did not meet AYP in Mathematics.

- e) **What are the equitable services provided and proportionate funds allocated? (For example:) ABC Elementary earned \$4500 which will be used to provide tutorial services during school hours by an LEA employee, one day per week.)**

The Picayune School District uses the Free and Reduced Lunch count as of March 1 each year to determine a per pupil expenditure for Title I funding. Each school is assigned an appropriate share of available Title I funds for providing services. Each identified school decides how these services will be provided. Each school has the responsibility for employing teachers, paraprofessionals, or additional personnel to provide appropriate services to eligible students.

The 2009/2010 allocation for South Side Lower Elementary is based on 100% of the final Title I Allocation received by the district in 2008/2009. South Side Lower will

receive approximately \$111,000.00 from the 2009/2010 Title I Allocation to employ its Title I, Part A funded paraprofessionals. Remaining funds will be used as needed for instructional supplies, materials, equipment, instructional programming, and associated needs in these areas. The Title I, Part A budget will be revised when the 2009/2010 final allocation is received by the District.

The final Title I allocation for Picayune School District did not change from the tentative allocation budgeted during the writing of the FY10 CFPA. South Side Lower Elementary did not see an increase in available Title I, Part A funds.

Instructional services will be provided in addition to the regular academic day, during an extended-day or extended-year program as funds permit. Title VI funds will be used to fund an extended-day program during the spring semester of the 2009-2010 school year. Currently, the Title VI application is pending approval by the MDE, Office of Innovative Support and Office of Federal Financial Management. Final approval is expected sometime around the first of the spring semester 2010. Extended-day services are provided to students in grades three through six. South Side Lower Elementary will not be participating in extended-day tutorial services.

14% of the responses from the Comprehensive Needs Assessment feel that students should be given extra help in small-group settings. In addition, 86% of responses from the Comprehensive Needs Assessment evaluation suggest that Title VI funded extended-day programs are effective.

Step 2 – Student Participation

- a) Describe the LEA’s established multiple criteria.
(Attach a sample document)

A multi-criteria needs assessment is used to rate students to determine eligibility for receiving services funded by the Title programs. The criteria to rate students are: attendance, discipline, homeless, migrant, delinquent/neglected, and/or ESL status, medical and social needs, retention, past enrollment in Head Start, being on or below grade level, teacher recommendation, and state assessment scores.

Each category is assigned a point value. Once rated, each student is assigned a total point value in Reading/Language Arts and Mathematics. Eligibility lists are then created and sorted from highest to lowest points. Students with a higher point value in each academic area are considered to be in greatest need and are served accordingly. Students in Grades K-1 can receive a total of 53 points and students in Grades 2-6 can receive a total of 45 points. Students who score from 45 to 2 points will be served. Students with less than 2 points will not be served. Students may be signed out of the program with parental notification or upon the request of a teacher or the principal in charge.

It should be noted that at the time this targeted assisted plan was written, MCT II scores had not been received by the District. Preliminary planning had to be done without them. Scores have since been added.

MCT II, “NCLB,” and QDI results for the 2008-2009 testing period show that South Side Lower Elementary Met AYP in all categories except Mathematics and is not identified for Improvement. In addition, South Side Lower Elementary School’s state accountability status is the same as South Side Elementary of “Academic Watch” with a QDI of 128 and having Met growth.

100% of responses on the Comprehensive Needs Assessment suggest that Picayune School District and South Side Lower Elementary are meeting the needs of students.

- b) Provide the rank order listing of eligible students. This process should ensure that the students with the greatest needs are being served.

(Attach the rank order list(s). The list of students should have 4 components. (1) The complete list should have all students screened. (2) The students that score below the cut-off and will not be served should be identified. (3) The students that score above the cut-off and will be served should be identified.). (4) Within the students identified to be served those on the waiting list should be identified.

All students with the appropriate number of points are served.

No students are put on a waiting list.

Attachment: Multi-criteria Student Needs Assessment 2009/2010

Attachment: Eligibility List

Attachment: Served List

- c) Provide a copy of the parent notification and refusal letters.
(Attach copies of each letter. Keep on file all responses.)

Attachment: Parental Notification and Refusal Letter

- d) What are the multiple criteria by which students exit the program?
(For example: Assessment scores, program assessments, formative assessments, quarterly/semester grades.)

Students remain in the program all year unless signed out by the parent, teacher or principal.

Step 3 – Equitable Services Implementation Plan

Components should be implemented to the extent that they are effective, with due consideration of the targeted school environment, and to the extent that funds/services will allow.

- a) Describe the effective methods and instructional strategies Scientifically Based Research (SBR).
(For example: Guided Reading, Accelerated Reading, and Accelerated Math)

South Side Lower Elementary School will provide eligible students instruction in Reading/Language Arts and Mathematics. Instruction in these services will include the Mississippi Curriculum Frameworks, District Pacing Guides, Houghton Mifflin Math, Math Facts in a Flash, and SRA Open Court Reading .

FastFoward will be used as a computer-based remediation tool.

- b) Describe how the services coordinate with the regular program.
(For example: Each regular classroom teacher provides a profile of student needs, deficits, and grades. The regular teacher provides written feedback regarding student progress.)

Students are identified as being in “greatest need” by the multi-criteria needs assessment developed by the school and District. Those students in need of services in either or both Reading/Language Arts and Mathematics at the elementary level are provided remediation by five (5) paraprofessionals under the direct supervision of the classroom teacher. The Title I aides are given specific lessons which the teachers have identified that will help remediate the eligible students. The students are provided remedial services outside of the regular scheduled core curriculum as not to interfere with those subjects.

The District maintains all student teacher ratios as to prevent the supplanting of federal funds.

Describe the high-quality on-going professional development provided for the teachers and staff that work with the participating children?

(For example: In addition to providing targeted assisted schools access to professional development with their funds earned, the LEA invites the targeted assisted schools to many professional development activities that are applicable to their programs.)

Professional development is provided to South Side Lower Elementary through the use of Title I funds. The off-the-top professional development funds are given to the schools on a per pupil expenditure. The schools develop a specific professional development plan which is submitted to and compiled by the central office. South Side Lower Elementary has \$6,972.00 to spend on professional development activities during the 2009-2010 school year.

In addition professional development activities are provided by the District to staff throughout the year. Curriculum alignment with the Mississippi Curriculum Frameworks and curriculum mapping are ongoing processes throughout the year.

- c) Describe the annual assessment procedures for targeted assisted schools participants. Title II, III, and V and VI
(Identify the standardized assessment that the targeted assisted schools uses each year.)

Assessing of eligible students will be through comparison of grades\achieved by students in local courses, state formative assessments, Accelerated\Reading, as a means to determine the effectiveness of Title I and Title II services.

Title II funds are used to reduce class size at the elementary level. South Side Lower Elementary has a free/reduced lunch count of 88%. South Side Lower Elementary will receive three class size reduction units to reduce class size. Class size will be reduced at the Kindergarten, first, and second grades. Remaining Title II funds will be used to supplement professional development activities at the District and school level.

Title V funds are no longer available.

Formerly, the goal of Title V was to bridge the gap for students from school to home. The District will continue to use Parents-as-teachers instruction as a means to better equip parents to deal with social and academic issues their children experience at school.

Title VI, Rural and Low Income, funds are used to support and fund an extended-day tutorial program and extended-year camp during the summer. Students are provided academic and extracurricular activities during the spring semester, prior to State Assessments in May. In addition, if Title VI funding permits, activities are provided to students during the first six weeks of the summer session. A combination of Title VI and grant dollars provide students with a safe and structured environment during the summer. It is the goal of the District to maintain the student's instructional level while engaging him/her in beneficial extracurricular activities. A comparison of discipline, attendance, and academic records from year to year will be used to assess participants in the extended-year program.

Title VI funds will be used solely for the purpose of funding extended-day services during the spring semester of the 2009-2010 school year.

Students in grades three through six will be provided tutorial services through an extended-day program. South Side Lower Elementary will not participate in the extended-day program.

- d) Describe the effective SBR methods and instructional strategies, as applicable
(1. Title II 2. Title III 3. Title V 4. Title VI)

The Picayune School District applies approximately 96% of its Title II allocation toward reducing class size. Research shows that a smaller student teacher ratio promotes learning. Based on current needs and class size, the Picayune School District employs seven "highly qualified" elementary endorsed teachers to reduce class size in kindergarten through sixth grade. The remaining 4% of available Title II funds will be applied to District-wide and school related professional development activities.

Picayune School District does not receive Title III funds. (Not Applicable)

Title V funds are no longer available.

However, Picayune School District has a commitment to its Parents-as-Teachers program. Available Title I and District funds are used to purchase supplies necessary to train parents across the District to work with their children with attendance, discipline, and academic issues. The District is committed to bridging the gap for student success at home and school.

South Side Lower Elementary has been allocated three Class Size Reduction teachers to reduce class size.

The Picayune School District applies its Title VI funds toward the funding of an extended-day tutorial program and one tutor at the high school.

Students in grades three through sixth will be able to participate in an extended-day tutorial program during the second semester of the 2009-2010 school year. Tutorial sessions will be provided four days each week for a total of 31 days prior to State Assessments in May. South Side Lower Elementary serves grades Kindergarten through second. Students at this school will not participate in the extended-day tutorial program.

The tutor employed at the high school is responsible for providing remedial services for students identified with the characteristics of Dyslexia. The District operates a Dyslexia Program to provide services to students in grades three through eight. When these students enter the high school, the Title VI aide provides a continuation of services for these students.

- e) Describe how these programs will be assessed or evaluated for effectiveness.
(1. Title II 2. Title III 3. Title V 4. Title VI)

The Targeted Assisted programs will be assessed using a comparison of grades achieved by students in local courses, state formative assessments, District assessments, Accelerated Reading, and Houghton Mifflin Math means to determine the effectiveness of Title I and Title II services.

Title VI, Rural and Low Income, funds are used to support and fund an extended-day tutorial programs. A comparison of discipline, attendance, and academic records from year to year will be used to assess the effectiveness of the extended-day tutorial programs.

The Comprehensive Needs Assessment's evaluation component is also used to determine the effectiveness of programs and activities. 83% of responses suggests that Title VI programs are effective and should be continued.

- f) Equitable participation is also accessible to Title I, Part B-Reading First, Title I, Part B-Even Start, Title I, Part C-Migrant, and Title IV-21st Century. Describe how targeted assisted schools will participate in these programs and the scope of the services and evaluations(s), if applicable.
(1. Reading First 2. Even Start 3. Migrant 4. 21st Century)

Not applicable.

Picayune School District does not receive funds from these Federal Programs.

However, the District is committed to providing services that meet the needs of all student groups. The District operates an Early Head Start Program in conjunction with the U.S. Department of Health and Human Services. It also provides services to three and four year old students through two Head Start programs. The District hopes to expand these services in the near future.

All Homeless/Unaccompanied youth, Migrant, Delinquent, Neglected, or ELL are provided immediate access to all available programs to include special education, transportation, and extra-curricular activities.

86% of responses on the Comprehensive Needs Assessment suggest that the District and South Side Lower Elementary are providing the necessary and adequate services to students who are identified as Homeless/Unaccompanied, Migrant, Delinquent, Neglected, or as ELL.

Step 4 - Coordination with Regular Program

Describe coordination with and support for the regular education program, which **may** include these areas:

- ◆ Assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or State-run preschool programs to elementary school programs; and
- ◆ Integrating Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The Picayune School District operates an Early Head Start Program serving students, birth through age three. It is the goal of the District to provide uninterrupted services to students until graduation. This is a realistic and attainable goal since each student is issued an MSIS identification number when he/she is enrolled in the Early Head Start Program. The District's Early Head Start Program follows all the nationally recognized programs and curriculum which help to make this program successful.

In addition to the District's Early Head Start Program, the District now operates three Head Start classes located on the Nicholson Elementary and South Side Lower Elementary campuses. Initially, there was a break in services for students completing the Early Head Start program and the time they were enrolled in the Head Start Program operated by Mississippi Action for Progress. The Picayune School District was awarded 45 student slots to fill the instructional void for these students. Again, it is the goal of the District to provide seamless academic instruction for students of all ages.

The District also operates a pre-school program for developmentally delayed students. These students are provided instruction and speech services to help remediate them as a means for helping them enter kindergarten on par with their peers.

The Picayune School District is dedicated to providing a safe and drug-free environment for all students and staff. The District uses its Title IV funds as a means of providing instruction to students in grades seven and eight. Title IV funds are applied to the salary and benefits of two social workers who provide services at Picayune Junior High School. PROJECT ALERT has been adopted by the District as the national curriculum for teaching about safety and drug awareness. DARE is used as a supplemental curriculum to PROJECT ALERT. The District maintains a yearly contract with the Picayune Police Department which supports the District's School Resource Officers on the elementary and secondary levels. It is the responsibility of the SRO's to provide curriculum instruction and also to manage conflict resolution for students and adults on all campuses. In addition to providing instruction in drug and violence prevention, the SRO's help sponsor each school's Security Council. The students participate in club activities directed toward drug and violence awareness and prevention.

Step 5 – Standards, Assessments, and Progress Measures

- a) How will the LEA in consultation with school officials establish high standards of academic content?
(The LEA and school officials may use the state’s standards. Instruments may consist of courses of study and/or scope and sequence documents developed by school officials.)

The Picayune School District mandates that each school follow the prescribed curriculum frameworks for all subjects developed and adopted by the Mississippi Department of Education. South Side Lower Elementary is in compliance with these standards.

- b) Describe how the LEA, in consultation with school officials, annually assesses students who receive Title I services.
(The LEA may use the state’s assessment system or other assessment measures that more accurately reflect the progress of the targeted school participating students.)

Title I eligible students receiving services in Language Arts/Reading and Mathematics are assessed annually through a comparison of local course grades, District assessments, formative state assessments, and assessments provided through Scientifically Based Research programs used in the Targeted Assisted Schools.

South Side Lower Elementary made AYP in Language Arts/Reading and other Academic Indicators for the 2008-2009 school year. South Side Lower Elementary did not make AYP in Mathematics for the 2008-2009 school year.

- c) Identify which assessments are used.
(For example: MCT, SATP or other identified standardized assessment)

Mississippi Curriculum Tests

- d) Describe how acceptable progress is to be established, and how it will be reported.
(For example: 75% of progress benchmark that established yearly progress)

The Picayune School District is committed to meeting and exceeding yearly benchmarks for progress as identified and stated in federal legislation, “No Child Left Behind, 2001.”

It is the goal of the District to have all students reach the “Proficient and/or Advanced” level in Language Arts, Reading, Mathematics, and all subject areas tests as mandated by federal legislation, “No Child Left Behind, 2001.”

South Side Lower Elementary met AYP in Language Arts/Reading and Other Academic Indicators for the 2008-2009 school year. South Side Lower Elementary did not make AYP in Mathematics for the 2008-2009 school year.

- e) Describe how the progress/assessment data will be collected and how it will be used to determine future Title I services for eligible students.

Yearly formative and local test scores will be compared during the planning of Title programs. Principals, teachers, staff, and parents will be able to provide input as to what programs and activities should be provided and funded for the coming year.

The District employs a Curriculum Coordinator/Test Coordinator who is responsible for the collection and data analysis of assessment data. This office works with each school individually to develop necessary goals, objectives, and strategies for meeting and improving student achievement.

In addition, a multi-criteria needs assessment is used to identify students each spring prior to the coming year to determine which students are eligible for services. Administrative, teacher, paraprofessional, and parental input are used as a means to assess and revise the eligibility of students who will receive services.

South Side Lower Elementary School's principal, Mrs. Joann Lee, oversees the Title I program. She and her staff review the eligibility and services of students on a yearly basis.

Step 6 - Professional Development

Design a program of **high-quality** and **ongoing** staff development based on scientifically based research and the needs of the school. The plan must include activities that focus on improving reading/math instruction and how to work with parents. Schools identified for Program Improvement must designate at least 10% of the school's allocation for professional development.

District, State, & National Level Professional Development Activity	School Based Professional Development Activity
Title: Presenter(s): Date: Location:	Title: Presenter(s): Date: Location:
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Title: Presenter(s): Date: Location:	Title: Presenter(s): Date: Location:

****See attached District/School Professional Development Plans.****

****South Side Lower Elementary is not identified for improvement.****

ATTACHMENT D: "DISTRICT PROFESSIONAL DEVELOPMENT PLAN"

Step 7 - Parent Involvement

Develop a parent involvement program that includes the following components: (A) School Parent Involvement Policy, (B) School-Parent Compact, and (C) activities which build capacity for involvement.

A. School Parent Involvement Policy

Develop a written parental involvement policy that describes how the school will do the following:

- Convene an annual meeting to inform parents of their school's participation in the Title I program.
- Offer a flexible number of parent meetings.
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the school parental involvement policy and the joint development of the schoolwide program plan.
- Provide parents of participating children—
 - (a) timely information about Title I programs;
 - (b) school performance profiles;
 - (c) their child's individual student assessment results, including an interpretation of such results;
 - (d) a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet;
 - (e) opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children; and
 - (f) timely responses to the suggestions made by parents that have been offered in meetings such as those described in (e) above.

This policy must be developed jointly with, distributed to, and agreed upon by parents of participating children.

****See attached Parent Involvement Policy.****

ATTACHMENT E: "DISTRICT PARENT INVOLVEMENT POLICY"

(B) School-Parent Compacts

Provide a copy of the School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student achievement. This compact is required to–

- ◆ Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet the State’s challenging student performance standards;
- ◆ Describe the ways in which parents will be responsible for supporting their children’s learning;
- ◆ Address the importance of establishing ongoing, good communication between teachers and parents through, at a minimum–
 - (1) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement;
 - (2) frequent reports to parents on their children’s progress; and
 - (3) reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.
- ◆ Include student commitments in middle and high school programs (optional for others);
- ◆ Provides spaces for parents, students, and school staff to sign and date; and
- ◆ Includes a clause that notes that the commitments are voluntary and NOT legally binding on the parties.

****See attached School-Parent Compact****

ATTACHMENT F: “SCHOOL-PARENT COMPACT”

(C) Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student achievement, each school—

1. **shall** provide assistance to parents of children served by the school in understanding such topics as the State’s academic content standards and State student academic achievement standards, State and local academic assessments, and how to monitor a child’s progress and work with educators to improve the achievement of their children;
2. **shall** provide materials and training to help parents to work with their children to improve their children’s achievement, such as—
 - (a) literacy training,
 - (b) technology usage, and
 - (c) activities/strategies for parents to use at home with their children.
3. **shall** educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between home and school;
4. **shall**, to extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents As Teachers Program, and public preschool and other programs, and conduct other activities such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
5. **shall** ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a language the parents can understand;
6. **shall** provide such other reasonable support for parental involvement activities under this section as parents may request.

Provide a description of how the school will meet each of these requirements on the following page.

****Please see attached Picayune School District Strategic Plan which is reviewed and/or revised annually as a means of providing the greatest services to the District’s students, parents, and community.****

ATTACHMENT G: “PICAYUNE SCHOOL DISTRICT STRATEGIC PLAN”

Step 8 – LEA Requirements (NCLB and MDE):

- A. Each LEA must annually invite all non-public schools within the geographic boundaries to participate in federally funded entitlement programs that the LEA receives. (NCLB)(1120)
- B. Each LEA must conduct timely, meaningful, on going consultation with the non-public school official(s) regarding services provided to non-public school students. (NCLB 1120 (b)).
- C. Each LEA must develop in consultation with the non-public school officials a plan for implementing services to eligible non-public school students within the LEA/ the Equitable Services Implementation. (1120)
- D. Each LEA must determine the status of the non-public school before rendering Law. (1120)
- E. Each LEA must conduct periodic monitoring and on-site visits to the non-public schools, to ensure appropriate implementation of federal entitlement services. The LEA must also maintain evidence of documentation of any correspondence with private school officials.
- F. Each LEA must provide non-public school officials with information regarding the monitoring visit, such that they are aware of their expectations.

Each LEA is responsible for the academic services for students that reside within their geographic boundaries.

The Picayune School District has one private, faith-based academy located within its boundaries. Roseland Park Baptist Church Academy traditionally refuses to participate and/or accept funds provided by any State or Federal program. The 2009-2010 school year is no exception.

The Director of Roseland Baptist Church Academy is aware that Federal program funds are available yearly. She is invited to participate freely in all planning sessions.

Please see copies of documentation stating that Roseland Park Baptist Church Academy refuses to accept available funding.

In addition, all students attending the Roseland Park Baptist Church Academy must pay tuition. No allowances are made for this rule. No student attending Roseland Park Baptist Church Academy qualifies for the Free and Reduced Lunch program. Thus, no student is eligible for a per pupil expenditure of State and Federal funds allocated to the Picayune School District.

ATTACHMENT H: “REFUSAL OF SERVICE DOCUMENTATION”