**SCHOOL WIDE TITLE I PROGRAM**

The purpose of the School wide Title I program is to provide the enriched and accelerated learning

experience necessary for all students to reach high standards. The program goal of the school wide

program is to increase achievement in the areas of communication arts and mathematics for all students

in the district as well as increase parent involvement.

All administrators, teachers, and paraprofessionals at Malta Bend Elementary are properly certified and

highly qualified. Parents of each student attending Malta Bend Elementary may request information

regarding the professional qualifications of the student's classroom teacher.

**PARENT INVOLVEMENT PLAN**

The parent involvement plan is an extension of our school district's parent involvement board

policy. **Information and resources for parents may also be obtained from the Parent**

**Information and Resource Center (PIRC) website: www.pirc.info.net .** The Board recognizes

the importance of parental involvement with the Title I program and will provide a variety of

opportunities for parents to be involved in policy design and in the planning, implementation and

review of Title I programs.

The Malta Bend Elementary School wide Title I program is committed to including parents as an

integral part of the educational opportunities offered. It is our district's belief that parents have

definite responsibilities in education. We feel that parents should encourage students to

cooperate with the school, to give their best effort to attend daily, to meet school responsibilities

and to participate in school activities. We also believe that the community shares with the school

the responsibility for educating children and youth. The community shall provide the financial

support as well as time and talent. Additionally, the community has the opportunity to provide

input regarding decisions affecting education.

Parents serve on the School wide Title I Committee. In addition, parent surveys and parent

participation in the development and implementation of the School wide plan are sought on an

annual basis. Results from these surveys are used in combination with other data collected

including district wide assessments, teacher surveys, analysis of the district's subgroup

populations and at-risk population, faculty meetings, administrative planning meetings, analysis of

the district's CSIP plan, technology plan and the district's annual performance report to provide

the School wide Title I Committee with a clear vision of the district's greatest strengths and

needs. The culmination of all of the information collected from the sources listed above is then

utilized to develop the School wide Title I Plan.

**PARENT/SCHOOL COMPACT**

The Malta Bend R-V Parent/School Compact was developed as a symbol of the Malta Bend R-V

School District's commitment to proving all students with the opportunity to achieve their highest

level of success. The Malta Bend R-V School District believes that this can only be accomplished

through a partnership between the school, parents and students. For those reasons, the

Parent/School Compact consists of three (3) sections:

 A. Parent

 B. Student

 C. Teacher

The Parent/School Compact is discussed andsigned by teachers, parents and students at Registration, Back to School Night and Parent/Teacher Conferences.

**COORDINATION/INTIGRATION WITH OTHER SCHOOL PROGRAMS**

The Malta Bend R-V School District is dedicated to providing the best educational opportunities

available to ensure that each child receives a quality education that will prepare her/him for

success in the real world. The school district meets the criterion as a designated A+ school. The

district staff, administration, and community are *"Preparing Today's Children for Tomorrow's*

*Challenges"* through on-going professional development, analysis of instructional programs, and

continual school improvement.

The Malta Bend R-V School District recognizes the importance in early intervention and early

childhood education. Programs and collaboration that focus upon preschool children are essential

in building a positive relationship between the home and school.

Additionally, early childhood education provides the basis for academic success as children

transition from their homes, daycare, or preschool into the formal, public education setting. The

Malta Bend R-V School District provides for the effective transitioning of preschool students with

the following programs and activities:

 A. The Malta Bend R-V School District supports the *Parents as Teachers* program.

 This program currently services around twenty (20) children birth to three.

 Various screenings for children birth to three are on-going during the course

 of the program enrollment. Results are shared with parents and referrals are

 made as needed. Additionally, the parent educator is also trained to service

 children three to five. The parent educator works to provide educational

 activities to children ages three to five enrolled in the district's preschool

 program.

 B. The Malta Bend R-V School District offers an Early Childhood Special

 Education Program. The students in this program are provided with

 individualized instruction that addresses developmental delays. The students are

 also integrated into classroom activities and field trips with non-disabled peers

 enrolled in the district's four-year-old preschool program.

 C. Preschool parents participate in conferences with the preschool teacher, which

 sets the tone for positive home/school communication as the child moves into

 Kindergarten. Preschool students also ride the bus to school, perform on stage

 for parents, and tour the kindergarten room at the end of the school year.

 Kindergarten and Preschool students perform their end-of-year graduation

 ceremony together. All of these activities help provide preschool students with

 familiar routines and build a feeling of security early on before entering

 Kindergarten.

 D. Malta Bend R-V School District conducts an annual preschool screening process

 each spring. Screenings are conducted for all students, ages three to five.

Results from these screenings are utilized for the district's program, providing services and planning instruction for kindergarten students. Results of

 the screening are shared with parents and referrals are made as needed.

Kindergarten students and their parents are provided with an "Open House" activity

before the beginning of the school year. Parents and students come out to meet the Kindergarten

teacher and visit the Kindergarten classroom. This gives the teacher an opportunity to distribute

information about the Kindergarten program, goals/objectives, and assessment of those

objectives. Additional information regarding the Kindergarten schedule, classroom routines, and

bus routes will be shared with parents. This open house provides parents and students opportunity

to get better acquainted with the teacher as well as to socialize with other parents and students.

The following additional supports will be utilized to assist in the achievement of the

goals/objectives of the school wide program:

1. Before and after school tutoring will be provided to individual students or small

 groups of students.

1. High school cadet teachers involved in the A+ program will provide additional

 support by working with students who need individual, tutorial assistance.

 C. Community volunteers will be considered to assist struggling students in

 communication arts and math.

 D. The district utilizes a percentage of its state aid funding and general fund money

 to enhance student achievement and the School wide Title I program.

**STRATEGIES FOR COMMUNICATION**

A Parent Orientation Meeting/Open House will be held at the beginning of the school year,

usually the week before school actually starts. This is to provide parents an opportunity to meet the Malta

Bend R-V School District staff, and specifically, the student's classroom teacher. At this meeting

parents and students will receive the goals/objectives of each grade level and methods of

assessing those objectives. Parents will receive a copy of the Malta Bend Elementary Student

Handbook, which includes the explanation of the school wide Title I program and the Parent

Involvement Plan. The building principal and teachers will inform parents of the importance of

our building policies and procedures. Parent discussion and questions will be encouraged.

A variety of meetings will be offered to parents throughout the year to encourage parent

involvement. This will include the following:

1. Each grade level will host "Grade Level Parent Nights" once a quarter.

 Examples of parent and child activities might include: Study Island, Reading

 Eggs, Reading Eggspress, Book Buddies, How to Help Your Child with

 Homework, or How to Help Your Child be a Better Reader. Student musical

 performances are provided once a year.

 B. Breakfast with Grandparents will be provided annually for all students PreK-6.

Other methods of communicating with parents will include the following:

 A. Teachers and the building principal will provide newsletters on a regular basis to

 parents that will include pertinent grade level information, special

 events/honors, special activities, and helpful tips. Teachers will also utilize

 letters, notes, phone calls, and conferences to promote communication

 between home and school.

 B. Parent/teacher conferences will be held at the end of the first and third quarters.

 Mid-term progress reports will be provided to parents whose students are

 struggling each quarter. The Parent/School Compact will be discussed and

 signed by teachers, parents, and students at Open House.

 C. Parents may utilize the Malta Bend School Web Page at W18•w.mbtigers.com .

 This site provides a variety of information including an events calendar, school

 calendar, district profile, lunch and breakfast menus, elementary and

 secondary home pages, faculty home pages, and the student handbooks.

 D. The Parent Portal will be available for all parents.

**EVERY STUDENT SUCCEEDS ACT (ESSA)**

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and represents good news for our nation’s schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students.

The new law builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country. For example, today, high school graduation rates are at all-time highs. Dropout rates are at historic lows. And more students are going to college than ever before. These achievements provide a firm foundation for further work to expand educational opportunity and improve student outcomes under ESSA.

The previous version of the law, the No Child Left Behind (NCLB) Act, was enacted in 2002. NCLB represented a significant step forward for our nation’s children in many respects, particularly as it shined a light on where students were making progress and where they needed additional support, regardless of race, income, zip code, disability, home language, or background. The law was scheduled for revision in 2007. Over time, NCLB’s prescriptive requirements became increasingly unworkable for schools and educators. Recognizing this fact, in 2010, the Obama administration joined a call from educators and families to create a better law that focused on the clear goal of fully preparing all students for success in college and careers.

Congress has now responded to that call. The Every Student Succeeds Act (ESSA) reflects many of the priorities of this administration.

ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

* Advances equity by upholding critical protections for America's disadvantaged and high-need students.
* Requires, for the first time, that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
* Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
* Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators, consistent with our Investing in Innovation and Promise Neighborhoods.
* Sustains and expands this administration's historic investments in increasing access to a high quality preschool.
* Maintains an expectation that there will be accountability and action to effect positive change in our lowest performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

For more information, please visit [www.ed.gov/essa.](http://www.ed.gov/essa)

**Missouri Department of Elementary and Secondary Education**

**Every Student Succeeds Act of 2015 (ESSA) COMPLAINT PROCEDURES**

This guide explains how to file a complaint about any of the programs1 that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)2 .

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| **Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs****Table of Contents** |
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2. Who may file a complaint?
3. How can a complaint be filed?
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| **Complaints filed with LEA**1. How will a complaint filed with the LEA be investigated?
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1. **What is a complaint?**

For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.

1. **Who may file a complaint?**

Any individual or organization may file a complaint.

1. **How can a complaint be filed?**

Complaints can be filed with the LEA or with the Department.

1. **How will a complaint filed with the LEA be investigated?**

Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.

1. **What happens if a complaint is not resolved at the local level (LEA)?**

A complaint not resolved at the local level may be appealed to the Department.

 **How can a complaint be filed with the Department?**

A complaint filed with the Department must be a written, signed statement that includes:

* 1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
	2. The facts on which the statement is based and the specific requirement allegedly violated.
1. **How will a complaint filed with the Department be investigated?**

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

* 1. **Record.** A written record of the investigation will be kept.
	2. **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
	3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
	4. **Report by LEA.** Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
	5. **Verification.** Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
	6. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.
1. **How are complaints related to equitable services to nonpublic school children handled differently?**

In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department’s resolution of the complaint (or its failure to resolve the complaint).

1. **How will appeals to the Department be investigated?**

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

1. **What happens if a complaint is not resolved at the state level (the Department)?**

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

**HIGHLY QUALIFIED TEACHER**

**Definition of Highly Qualified Teacher**

The requirement that all teachers be highly qualified applies to all public elementary or secondary school

teachers employed by a local educational agency who teach a core academic subject. "Highly qualified"

means that the teacher:

1. Has obtained full State certification as a teacher or passed the State teacher licensing

 examination and holds a license to teach in the State, and does not have certification

 or licensure requirements waived on an emergency, temporary, or provisional basis;

1. Holds a minimum of a bachelor's degree; and

 3. Has demonstrated subject-matter competency in each of the academic subjects in which

 the teacher teaches, in a manner determined by the State and in compliance with Section

 9101(23) of ESEA.

**Meaning of "Core Academic Subjects"**

The term "core academic subjects" means English, reading or language arts, mathematics, science, foreign

language, civics and government, economics, art, music, history, and geography [ESEA, Section 9101(11)].

**COMPLAINT RESOLUTION PROCESS (HOMELESS STUDENT)**

The following is the complaint process recommended by the Department of Elementary and Secondary Education

when a dispute arises regarding the education of a homeless child or youth:

 1. School District Level — Every effort must be made to resolve the complaint or dispute at the

 school district level before it is brought to the Department of Elementary and Secondary

 Education. It is the responsibility of the school district (the district) to inform the complainant of

 the district's Complaint Resolution Procedure when a question concerning the education of a

 homeless child or youth arises.

1. Notify the district's homeless coordinator, the Superintendent of Schools. The homeless

 coordinator serves as a liaison between the homeless child and the school the child

 attends. Someone in the school or in the superintendent's office will be able to identify

 the homeless coordinator.

1. Request a copy of or access to the district board of education policies addressing

 the education of homeless children and youths and review them. Make an

 appointment with the homeless coordinator to discuss the complaint.

 2. If the dispute is not resolved after the initial discussion with the district's

 homeless coordinator, the complainant can file a complaint in writing to the

 district's homeless coordinator for further review.

1. In the complaint include a request that a written proposed resolution of the

 dispute or a plan of action be provided within five (5) days of the date of the

 discussion.

 B. If the dispute is not resolved at the homeless coordinator level, the complaint may be

 forwarded to the superintendent of the district for review followed by a meeting with the

 superintendent to discuss the dispute. The complainant should request from the

 superintendent a written resolution within five (5) days of the date of the discussion.

 C. If the dispute is not resolved at the superintendent level, the complainant may take the

 matter before the school district board of education for resolution.

II. State Level — If the dispute is not resolved in a satisfactory manner at the school district level, the

 complaint may be brought to the Department of Elementary and Secondary Education.

 Complaints made under this process must be made in writing and signed by the complainant. The

 following steps are to be taken:

 A. Address the complaint to the State Homeless Coordinator, Federal Discretionary Grants,

 P.O. Box 480, Jefferson City, Missouri 65102-0480

1. Include in the complaint:

 1. a detailed description of the dispute

1. the name(s) and age (s) of the children involved
2. the name(s) of involved school district personnel and the district(s) they

 represent

1. a description of attempts that were made to resolve the issue at the school

 district level

1. The Director of Federal Discretionary Grants (the director) will inform the involved

 school district(s) of the complaint. The director or the director's designee will gather

 needed information including documentation and statements of the parties and may

 conduct an independent investigation through an on -site visit if necessary.

1. Within thirty (30) days after receiving a complaint, the director will resolve the complaint

 and will inform the parties, in writing, of the decision.

 E. If a complainant disagrees with the director's decision, the complainant may, within ten

 (10) working days, appeal the decision to the Deputy Commissioner of Education. This

 appeal must be in writing and state why the complainant disagrees with the decision.

F. Within thirty (30) days after receiving the appeal, the Deputy Commissioner of Education

 will render a formal administrative decision and notify the complainant and all other

 interested parties in writing.

 G. While the dispute is ongoing, the child(ren) in question must be enrolled in school. If the

 dispute revolves around which school is the school of best interest for the child(ren), the

 child(ren) shall remain in the school they currently attend until the dispute is resolved,

 unless arrangements already implemented allow the child(ren) to attend the school of origin.

\* The parties may mutually agree on an extension; however every effort should be made to

resolve the complaint in the shortest possible time.

\*\* Although the standard procedure allows thirty (30) days for a response, every effort will be

made to resolve the complaint in the shortest possible time.