

SCHOOL SITE COUNCIL HANDBOOK

*TEHAMA COUNTY
COOPERATIVE*



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**FUNCTION AND OPERATION
OF
SCHOOL SITE COUNCILS (SSC)**

The following general information applies to all schools:

The State Legislature and Governor establish laws that govern the operations of all school districts in California. These are contained in the California Education Code.

The State Board of Education sets forth the policies and procedures for all districts in California. These appear in Title 5 of the California Code of Regulations.

The School Board sets the policies of the District.

The Administration makes decisions that are consistent with Board policies regarding the operation of the schools and the implementation of the educational program. These decision are guided in AR – Administrative Regulation.

Employee-School Board Contractual agreements must be followed (i.e.: CTA, CSEA, Etc.).

By-laws – Each School Site Council should have a set of by-laws that guides site council operations.

A. The School Site Council membership includes two equal halves

- One-half representing the school staff with a majority of its members as teachers. The principal and other staff representative(s) are also members;
- The other half representing parents and community with a majority of its members, parents of participating pupils in elementary schools. In secondary schools, this group must include students, and parents or community members. Must be equal in number to the school staff half.
- School staff members must be selected by peers in a democratically conducted process. The parent/community half of the Council must be selected by parents. Students must select student members.
- Usually in Tehama County the School Site Councils are:
Small Schools: 6 members: Principal/Teacher, Teacher, Classified, 3 parents (must have a waiver)
Medium Sized Schools: 10 members: Principal, 3 teachers, classified, 5 parents.
Large Schools: 12 members: Vice-principal or principal, 4 teachers, 1 classified, 6 parents (or 4 parents and 2 students, if secondary).

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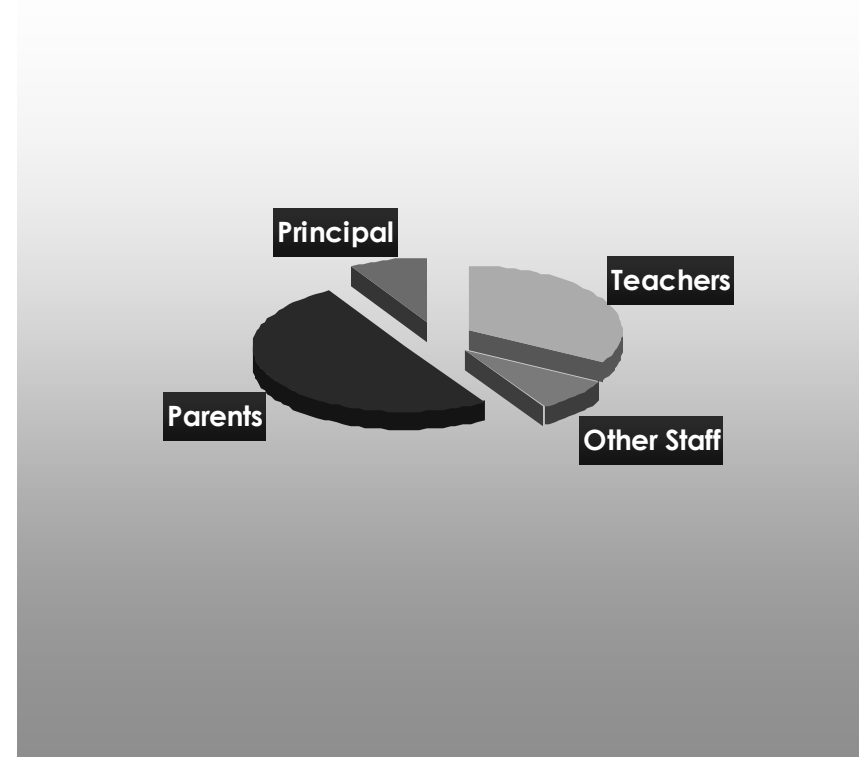
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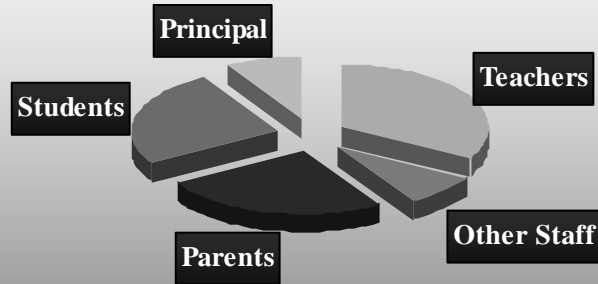
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| | |
|--------|--|
| R30-LC | Annual Language Census – Language Census Report, District county of LEP and FEP students reported to the State Department on an annual basis |
| REAP | Rural Education Achievement Program – Title VI |
| ROP | Regional Occupational Program |
| RSP | Resource Specialist Program – Special ED |
| SAIT | School Assistance Intervention Team |
| SBCP | School-based Coordinated Programs |
| SBE | State Board of Education |
| SCE | State Compensatory Education |
| SDFSC | Safe & Drug Free Schools & Communities |
| SES | Supplemental Education Services |
| SFSD | School Fiscal Services Division |
| SIP | School Improvement Program |
| SSC | School Site Council |
| SWP | Schoolwide Program |
| T5 | California Code of Regulations, Title 5 |
| TAP | Targeted Assistance Program |
| TUPE | Tobacco Use Prevention Education |
| UCP | Uniform Complaint Procedures |
| USDE | United States Department of Education |
| WASC | Western Association of Schools & Colleges |

Composition of an Elementary School Site Council (SSC) minimum size 10 (Waiver Available)



**Composition of a Secondary
School Site Council (SSC) minimum size 12
(Waiver Available)**



| | |
|-------------|--|
| EDY | Educationally Disadvantage Youth |
| Ed Code | California School Law |
| EIA/LEP | Economic Impact Aid/Limited English Proficient |
| EIA/SCE | Economic Impact Aid/State Compensatory Education |
| ELAC | English Learner Advisory Committee |
| ELD | English Language Development |
| ELL | English Language Learner |
| Entitlement | Money to run a Categorical Program |
| ESEA | Elementary and Secondary Education Act |
| ESL | English as a Second Language |
| FEP | Fluent English Proficient |
| Fiscal year | State 7-1 to 6-30, Federal 10-1 to 9-30 |
| FTE | Full-time Equivalent/ i.e. .5 FTE is half time |
| GATE | Gifted and Talented Education |
| GED | General Educational Development Exam |
| GFSA | Gun-Free Schools Act |
| GPA | Grade Point Average |
| HQT | Highly Qualified Teacher |
| HLS | Home Language Survey |
| II/USP | Immediate Intervention/Under Performing Schools |
| IDEA: | Individuals with Disabilities Education Act |
| LEA | Local Education Agency |
| LEAP | Local Education Agency Plan – District Plan |
| LEP | Limited-English Proficient (also see EL) |
| MOU | Memorandum of Understanding |
| NCLB | No Child Left Behind Act – 2002 ESEA Fed Law |
| N or D | Neglected or Delinquent |
| NPS | Nonpublic School |
| PAR | Peer Assistance Review |
| PI | Program Improvement -Title I, Schools did not meet API/AUP |
| R3 or R5 | Reading Specialist Credential Code |
| R4 | Private School Affidavit Form |

Glossary of Acronyms – Abbreviations

| | |
|------------|---|
| AB | Assembly Bill |
| ADA | Average Daily Attendance |
| Aide | Teacher Assistant or Instructional Aide |
| Allocation | Dollars allotted to Schools by the District |
| AMAO | Annual Measure of Achievement Objectives |
| API | Academic Performance Index |
| APS | Academic Program Survey |
| ASAM | An Accountability System for Special Schools |
| AR | Administrative Regulation-related to Ed code |
| AYP | Adequate Yearly Progress |
| BCLAD | Bilingual Cross Cultural Language and Academic Development Certificate |
| Brown Act | Law for SSC and School Board Meeting open to public |
| BTSA | Beginning Teacher Support and Assessment |
| CADS | Consolidated Application Data System |
| CAHSEE | California High School Exit Exam |
| CAL-WORKS | Program to Train & Provide People Work |
| CBEDS | California Basic Educational Data System |
| CDE | California Department of Education |
| CELDT | California English Language Development Test |
| CLAD | Cross Cultural Language & Academic |
| COLA | Cost of Living Adjustment |
| Con-App | Consolidated Application; The application for all Categorical Programs. |
| CPM | Categorical Program Monitoring |
| Co-op | Cooperative: Tehama County has 18 districts in the Co-op |
| CSR | Class Size Reduction |
| CRT | Criterion Referenced Test |
| DAC: | District Advisory Committee |
| DATE | Drug, Alcohol, & Tobacco Education |
| DELAC | District English Learner Advisory Committee |
| ED | Education Department (Federal) |

B. Legislative Requirements

The School Site Council is **required to develop the Single Plan for Student Achievement (SPSA)**

1. School districts must assure “that School Site Councils have developed and approved a plan, to be known as the Single Plan for Student Achievement for schools participating in programs funded through the **Consolidated Application** process, and any other school program they choose to include...” EC 64001 (a)
2. School plans must be developed “with the review, certification, and advice of any applicable school advisory committees...” (ELAC & DLAC) EC 64001 (a)
3. The content of the plan must be aligned with school goals for improving student achievement. EC 64001
4. School goals must be based upon “an analysis of verifiable state and local test data.” Primarily EC 64001 (f)
5. The plan must address how **Consolidated Application** funds will be used to “improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index and the goals in the Plan.” EC 64001

6. The plan must be “evaluated and reviewed” annually and updated.
7. Plans must be reviewed and approved by the governing board of the local education agency “whenever there are material changes that affect the academic programs for students covered by programs” funded through the Consolidated Application.

C. “UPDATE YOUR SCHOOL PLAN”

Review your Program Annual Evaluation



Conduct the Needs Assessment



Establish the Goals



Determine the Actions



Allocate the Resources



Seek Local Governing Board Approval



Implement, Monitor, Evaluate, & Modify

Use of Categorical Funds

Money matters, but it matters most how we use it.

- Fund all priority needs first.
- Ensure that all funded activities support your school goals for improving student academic achievement.
- Provide “direct services” to students
- Supplement, not supplant
- Must be reasonable and appropriate
- May not be used as a “gift of value”
- Must be approved by the SSC & Board
- Maintain an inventory of categorical items costing \$500 or more

Evaluate Goals & Objectives

Evaluate how well the plan accomplished its goals and Objectives:

- Student achievements look at data, test results (AYP, API, local surveys, CELDT, etc. over 2 or 3 years).
- Funds look at how money was spent during the planning year.
- Spent as planned? Could it have been better spent?

Recommendations for Improvements

- New Goals?
- Change purchase plans and actions

"Don't tell me where your priorities are. Show me where you spend your money and I'll tell you what they are."

-James W. Fitzpatrick
Notre Dame University



Modifying the Plan

- The Single Plan may be modified at any time by the SSC.
- It must go back to the Local Governing Board for approval any time there is a "material change."
- Budget Revisions of 10% or More

KEEP IT SIMPLE!



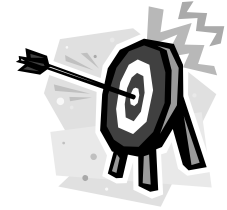
-
- "Seaman, lower the chain-stayed ship-movement arrester."
- "Yo Skipper, you mean the anchor?"
- "Aye."

Leave out educational jargon and phrases that are pretentious, vague, or convoluted.

D. OTHER RESPONSIBILITIES

- Assume the functions of the School Advisory Council (SAC) if the SSC has voted to that effect.
- Meet on a regular basis to become informed (usually 5 to 7 times a year), share information, discuss needs and successes, and plan program improvements.
- Maintain records including election results, correspondence, agendas, minutes, with Advisory Group input.
- Participate, as necessary, in Categorical Program Monitoring (CPM).

SETTING GOALS... BE SMART



SPECIFIC

State *Explicitly* what you expect to accomplish.

Minimum Goals

- Reading/Language Arts Goals
- Math Goal
- Areas that need to be addressed:
 1. ELL
 2. Professional Development
 3. Special Needs
 4. Parent Involvement
 5. Educationally Disadvantaged Youth
 6. Gifted
 7. Other sub-group populations

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

| SCHOOL GOAL # ___ (Based on conclusions from Analysis of Program Components and Student Data pages) | | | | |
|--|---|-------------------------------------|----------------|----------------|
| Student groups and grade levels to participate in this goal: | Anticipated annual performance growth for each group: | | | |
| Means of evaluating progress toward this goal: | Group data to be collected to measure academic gains: | | | |
| Actions to be Taken to Reach This Goal ³⁶ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date ³⁶ Completion Date | Proposed Expenditures ³⁷ | Estimated Cost | Funding Source |
| | | | | |

Setting Goals & Actions

OTHER SSC RESPONSIBILITIES (continued)

- Review Legal Assurances, Consolidated Categorical Programs.
- Is able to look ahead and plan ahead.
- Provides for sharing of leadership responsibilities by group members.
- Provides an atmosphere in which members freely express their feelings and points of view.
- Is not dominated by its leader or by any of its members.



DECISION MAKING GUIDELINES

- Decisions must be legal.
- Decisions must be compliant with the laws and regulations for each categorical program.
- Decisions must follow District Board policy.
- Decisions must be within the budget.
- Decisions must be ethical.

THE SCHOOL SITE COUNCIL CHAIRPERSON

- Is elected by a majority (more than half of the members) to serve as the leader of the group.
- Presides over all SSC meetings.
- Assures the agenda is prepared; assists in preparing the agenda with the Principal or Vice-Principal.
- Leads orderly discussions that offer each member a chance to speak for or against a motion.
- Makes sure a set of by-laws exist and are being used.
- Must sign the Single Plan for Student Achievement assuring that the SSC has been involved in its planning.

Nine Essential Program Components

1. SBE adopted/aligned E/LA and math texts, including interventions. May want to include Science and Social Studies.
2. Monitoring of instructional time and an effective master schedule
3. Principal training
4. Training for teachers; fully credentialed teachers
5. Assessment and monitoring, including embedded assessments to guide curriculum and instruction
6. Instructional support for teachers including coaching and content experts
7. Grade level collaborations at K-8 level and subject matter collaboration at 9-12
8. Lesson pacing schedule-"Power Standards"
9. Fiscal allocations in SPSA support reading and language arts and math

(These must be addressed in the School Plan for Academic Achievement.)

**What Requirements are added by ...
Title I School-wide Program plans*?**

- Comprehensive needs assessment trends
- School-wide reform strategies
(Nine Essential Components)
- Highly qualified teachers
- Staff development (all School Plans for Student Advancement need to have a Professional Development Plan included).

*NCLB, Title I, Section 1114(b)(2)

**What Requirements are added by ...
School & Library Improvement Grant*?**

- Provide funding for library resources
- Incorporate district library plan
- Improve instruction, services, and school environment

*EC 41571

THE ADMINISTRATOR AND THE SCHOOL SITE COUNCIL

- Works closely with the SSC chairperson to plan SSC meetings and activities.
- Provides information to enable the SSC to plan, monitor, and evaluate effective improvements.
- Interprets state, district, and school policies/regulations.
- Provides student performance data and test results for the school.
- Informs the SSC about all school programs and parent groups and encourages parent participation.
- Is a voting and participating member of the SSC.
- Administers and implements the School Plan.
- Responsible for all expenditures of school funds including categorical budgeted in the SSC Plan.

A SCHOOL SITE COUNCIL IS NOT:

- A school management committee
- A political organization
- A grievance committee
- A personnel committee
- A fund-raising organization
- An extension of the Parent Club
- A social group

The Council must use discretion in order to avoid becoming a complaint processing body. If someone has a complaint about a Council policy or about a program the Council is considering, it is the business of the Council to listen. If a complaint relates to the administration of school programs for the internal operation of the school, it should be processed through the channels established by the District Board for such matters and not be a part of Council considerations.

4. PEER ASSISTANCE AND REVIEW (PAR)

5. School Safety C. Washington

In 2009-2011 TIIBG, PAR and TUPE funds must be transferred to General Funds.

What are the Basic Fiscal Requirements of Categorical Programs?

- Must supplement the core educational program
- Must not be spent for costs which, in the absence of the categorical program, would be provided by the general fund.
- Supplement Not Supplant (talk to auditor)
- Due to State "Mid Year" budget cuts consider planning carryovers.

EXCEPTION for 2009-2014:

SLIBG, TIIBG, PAR, TUPE funds will be transferred to general funds and can be used for any educational purpose.

of failing to meet state and district standards in reading, language arts, and/or mathematics. The guidelines are in accordance with Title Schools does not have to allocate funds for SCE programs. All EIA funds can be allocated for ELL services.

- c. EIA-ELL is intended to serve English Language Learners to develop fluency in English. The program must provide equal opportunity for academic achievement. In most Co-op schools, eligible students are served according to individually developed student programs. When schools have more than 20 ELL students (more than 50 district-wide), they are required to develop an English Learner Committee and to employ teachers with special certificates.

3. TARGETED INSTRUCTIONAL IMPROVEMENT BLOCK GRANT (T11BG)

These funds are given to a few Tehama School Districts and are Supplemental to programs designated in the 1990's. The funds are used in the designated areas. However, 15% can be transferred in or 20% transferred out, (EIA –SCE-ELL CAN NOT be transferred to General Funds).

ACCOUNTABILITY

Because the board, administration, and school site council have separate but related responsibilities for the *Single Plan for Student Achievement*, they need to work cooperatively. If an impasse occurs, several remedies are available:

- The council may appeal to the local governing board to resolve issues of planning or implementation, clarify an issue in doubt, or establish a needed policy.
- The administration may recommend the board not approve a plan believed flawed.
- Individuals may file a formal complaint under the district's Uniform Complaint Procedure.
- The local governing board may, upon verification that the council is unable to satisfactorily perform its functions, vacate all council seats, and schedule new elections. EC 35160, 35160.1

DISTRICT ADVISORY COUNCIL AND SCHOOL ADVISORY COUNCIL

The Advisory Councils described below are required by programs included in the Consolidated Application.

Composition

Every district receiving State Compensatory Education funds (EIA/SCE) is required to have a **District** Advisory Council, elected by parents of participating students, with parents being a majority of the members. Schools must have a **School** Advisory Council. In single school districts, one Council can serve as both District and School Advisory Councils. The School Advisory Committee can vote to turn its function over to the School Site Council in which case the School Site Council will take responsibility for the following activity.

ENGLISH LEARNER ADVISORY COMMITTEES (ELAC AND DELAC)

Composition - ELAC

Every school with 21 or more ELL students is required to have a school advisory committee. The ELAC advises the School Site Council. The percentage of parents of ELL students on the committee must be at least as great as the percentage of ELL students in the school. The district with 51 or more ELL students is required to have a District English Learner Advisory Committee. The DELAC advises the Governing Board.

EC 52176, 52870, 62002.5, California Code of Regulations: CCR 3: 4312

STATE PROGRAMS

1. SCHOOL AND LIBRARY IMPROVEMENT BLOCK GRANT

- a. These funds come from the state, based on enrollment. All districts currently in the Co-op receive SIP-Library funds, either for their K-6 or 7-8 students, or both.
- b. The general purposes of the program are to improve instruction, auxiliary services, school environment, and school organization to meet the needs of pupils at that school.

(2009-2011 SLIMBG funds must be transferred to General Funds).

2. ECONOMIC IMPACT AID (EIA)

- a. These funds come from the state on a formula basis that considers level of poverty in the district, transiency, and number of ELL pupils. After the district has received its entitlement, the funds are allocated to State Compensatory Education (EIA-SCE) and/or English Language Learners (EIA-ELL) on an enrollment basis.
- b. EIA-SCE is a state-funded program to expand and improve the educational opportunities of educationally disadvantaged students so they may succeed in the base/core program. These funds are intended to provide services for students who are at risk

8. ARRA

This new 2009-11 is an extra educational support from the Federal Government and is to be used like Title I. It must be used within 27 months and a quarterly report is required. Its purpose is to stimulate the economy.

9. ARRA - Enhanced Education Through Technology

This new program for 2010-11 is a stimulus to the school technology effort.

OPERATING THE COUNCIL

BY-LAWS

While not required by law, it is good practice for a council to adopt by-laws to guide its actions beyond the rules of order provided by the law or local governing board policy. By-laws can clarify such matters as the terms and election procedures of council members and officers, the council's regular meeting times, numbers of parents, teachers and students needed for a quorum, minimum attendance required of members, and so forth. These rules relating to the way in which the members will act will vary from school to school depending upon local circumstances.

OPEN MEETING REQUIREMENTS

The law requires certain conditions to be met in regard to School Site Council meetings:

1. Any meeting shall be open to the public and any member of the public shall be able to address the council or committee during the meeting on any item within the subject matter jurisdiction of the council or committee.
2. Notice of the meeting shall be posted at the school site or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting.
3. The notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon.

4. The council or committee may not take any action on any item of, business unless that item appeared on the posted agenda, or unless the council or committee members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.

EVALUATION OF COUNCIL FUNCTIONING

There are two types of evaluation that should be done with regard to School Council:

- An evaluation to see if the Council is established and functioning according to the guidelines of the project.
- An evaluation to see how the Council itself is functioning as a group. The Tehama County Co-op can help this process, if needed.

TRAINING COUNCIL MEMBERS

The Tehama County Co-op offers assistance to your School Site Council by preparing this booklet and can visit your school and answer questions. Just have your principal call the Co-op at 530-528-7345 or email coop@tehamaschools.org

4. TITLE III – PROGRAM FOR ELL STUDENTS

- a. In order to receive funds directly, districts must be eligible for at least \$10,000 or have 157 ELL students, or districts may join a consortium to receive funds. The County has a Title III ELL Consortium consisting mostly of the smaller school districts.
- b. These funds are used for supplementary programs and services for ELL/LEP students.

5. TITLE IV of ESEA - SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

This program has been discontinued.

6. TITLE V of ESEA – INOVATION

This program has been discontinued as of 2008.

7. TITLE VI OF ESEA – RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

- a. Districts may be eligible to participate in the Small, Rural School Grant Program if they have 600 students or less and are "rural".
- b. These funds may be transferred to any other Federal programs Title I to V.

program requires parent participation and supports coordination with health and social services.

- d. Funds for neglected and delinquent children are provided to county offices and some districts. In the Tehama County Cooperative, the programs are operated by the County Office.

2. TITLE II of ESEA - PART A, TEACHER QUALITY PROGRAM

- a. The assessment of Professional Development needs is required for planning.
- b. These funds are intended to increase student academic achievement through professional development and class size reduction. Professional Development is for teachers, aides, and administration.

3. TITLE II, PART D – TECHNOLOGY EDUCATION

- a. These are funds based on percentage of Title I received.
- b. Funds are to be used for professional development (at least 25%) and technology.
- c. A Plan must be on file with the State and the School Site Council should know what is in the plan.

NO CHILD LEFT BEHIND

The Federal Elementary and Secondary Education Act (ESEA), originally enacted in 1965, is reauthorized by Congress every five years. The most recent reauthorization is known as No Child Left Behind (NCLB). A new reauthorization is expected in 2010.

With Federal programs the planning of the School Site Council is **advisory only**.

Accountability

In addition to our state accountability system, the Federal law requires that all students meet proficiency in Reading, Language Arts, and Mathematics and Science by the year 2014. Students must be tested, and schools must achieve Annual Yearly Progress (AYP) by a certain percentage (95% of students must be tested in order for schools to meet goals). Each subgroup in the school must also meet the target AYP. Those schools not achieving AYP two years in a row will become Program Improvement Schools with a variety of requirements including parent choice to move their children to another school, transportation, tutoring, and eventual change in school structure. Each district must develop and disseminate an annual School Accountability Report Card.

1. Staff Qualifications

The law includes increased requirements for High Quality teachers and paraprofessionals. All teachers must be fully certified to teach the subjects or grade levels to which they are assigned, or must pass a test, not yet developed (Paraprofessionals also must meet requirements). They must hold an AA or 48 units of college work, or pass a rigorous examination that will include both content knowledge and ability to work with students. Parents must be notified about the qualifications of their children's teachers.

2. Local Education Agency Plan (LEA Plan)

Each district was required to submit a LEA plan to the state every 4 years. It includes goals for reading and mathematics improvement, professional development, limited English instruction, safe and drug free schools, and high school graduation. In single-school districts, it may be possible to use the LEA Plan as the Single Plan for Student Achievement with some additions.

3. Methods and Materials

Instructional strategies and materials must be backed by "scientifically based research".

For more complete information:
www.nochildleftbehind.gov

FEDERAL PROGRAMS

All Federal program planning is advisory when submitted for approval to the board.

1. TITLE I of ESEA

- a. Eligibility of schools to receive these funds is based on the concentrations of low income families. In order to be eligible, districts must establish that they have a minimum of 10 students whose families meet Federal low income criteria. Currently eligibility is determined by census data.
- b. These funds are intended to provide services for students who are identified as educationally disadvantaged. Each district should have established its selection criteria, with advice and consultation with staff and parents. School Site Council members should make the program coordinate with school improvement.
- c. The services provided that are over and above the regular program in basic and advanced skills may be provided through increased instructional time, a more intense instructional program (individually or in small groups), and/or a different type of program using specially selected materials and/or instructional techniques. The intention of the program is to assist students in becoming successful in the regular classroom program, indicated by grade level achievement. The