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South Tippah School District

Federal Programs and the South Tippah School District

The purpose of federal funds is to meet the educational needs of low-achieving children in our nation's highest poverty schools. The funds are meant to be used to assist a variety of sub-groups (ELL, Homeless, Special Education, Neglected and Delinquent, migratory) as a supplement to the general education with the intent of closing the achievement gap between these various disadvantaged sub-groups and their more advantaged peers. All Federal fund expenses must be for things that are "above and beyond" what the district would normally do in the absence of such funds.

A school must have at least 40% of the student body reported as living in poverty in order to operate a School Wide Federal Program. Schools in the South Tippah School District range from 65% to 89% of the student body reported as living in poverty.

Title I

The South Tippah School District receives approximately \$842,000 in Title I funds. With those funds the district employs intervention tutors, intervention teachers, assistant teachers, a supplemental school nurse, and an ELL translator. Title I funds also are used to purchase supplies, and parental involvement activities. Ripley Elementary, Ripley Middle, Pine Grove Elementary and Blue Mountain Elementary are the three schools in the district that receive Title I funding.

Title II

The South Tippah School District receives approximately \$148,000 in Title II funds. With those funds the district employs three instructional coaches.

Title III

The South Tippah School District receives approximately \$21,000 in Title III funds. With those funds the district employs two intervention tutors.

Title IV

The South Tippah School District receives approximately \$52,000 in Title IV funds. With those funds the district will pay for dual enrollment fees, computer equipment and school safety training.

Title V

The South Tippah School District receives approximately \$49,000 in Title VI funds. With those funds the district will employ an assistant interventionist and an instructional coach at Blue Mountain School.

21st Century Learning Center Grant

The South Tippah School District receives approximately \$250,000 for the 1st-8th grade grant and approximately \$200,000 for the 7th-12th grade grant in 21CLCG funds. With those funds the district employs tutors, lead teachers, site coordinators and a director.

Identifying and Serving Homeless Students

1. The McKinney-Vento definition of homeless children
 - a. The McKinney-Vento Homeless Education Assistance Improvements Act of 2001 seeks to ensure that homeless students have access to the same public education they would receive if they were not homeless
 - b. Districts are charged with ensuring that a child's homelessness causes no interruption in his education, that he be provided with whatever services or supplies he needs to fully participate in his school's academic program
 - c. Homeless children and unaccompanied youth are those who "lack a fixed, regular, and adequate nighttime residence."
 - i. Families Sharing Housing (doubled up) with relatives or other families due to economic hardship.
 - ii. Families living in motels, hotels, trailer parks, campgrounds, or shelters.
 - iii. Children abandoned in hospitals, or awaiting foster care placement.
 - iv. Children living in places not designated for housing, such as cars, public spaces, abandoned buildings, substandard housing, or bus or train stations
 - v. Children designated as "migratory" who meet one of the above criteria
 - d. All school districts must designate a liaison for homeless children and unaccompanied youth who will
 - i. assist homeless students and families in enrolling in school and obtaining required immunizations or other medical records
 - ii. make sure parents and school personnel are aware of the rights of homeless children and unaccompanied youth
 - iii. ensure that students are immediately enrolled pending resolution of enrollment disputes
 - iv. coordinate transportation
 - v. coordinate all stakeholders responsible for providing education and related support services
2. Enrollment Requirements
 - a. McKinney-Vento requires immediate enrollment even if a student lacks documentation normally required for enrollment, such as records from his previous school, vaccination or other medical records, or proof of residency
 - b. The school is required to contact the student's previous school to obtain school records
 - c. The school is required to refer the student's parents for assistance in obtaining needed medical records or services
 - d. In the case of a dispute, the student must be enrolled until the dispute is resolved
 - e. The student's parents must be notified, in writing of their right to appeal an enrollment decision
 - f. Unaccompanied homeless youth must be enrolled immediately and referred to the homeless liaison for assistance
 - g. If it is determined that it is in a child's best interest, and it is feasible, to continue his education at the school of origin, a district must provide a homeless students transportation to and from his school of origin.
3. Students experiencing homelessness are automatically eligible to receive Title I services
4. Students experiencing homelessness are to have access to all school programs
5. District are prohibited from segregating and / or stigmatizing students who are experiencing homelessness

Steps toward identification of Homeless Students

1. Know the signs:
 - a. Attendance at many schools
 - b. Lack of continuity in education
 - c. Lack of immunization records
 - d. Chronic hunger or fatigue
 - e. Erratic attendance and tardiness
 - f. Inability to contact parents
 - g. Poor Hygiene
 - h. Lack of basic school supplies or ability to complete after school projects
 - i. A marked change in behavior
 - j. Poor self-esteem or extreme shyness
 - k. Aggression
 - l. "Old" beyond years
 - m. Protective of parents
 - n. Anxiety late in the school day
 - o. Parents
 - i. May exhibit anger or embarrassment when asked about current address
 - ii. Mention of staying with grandparents, or other relatives, friends, or in a motel
 - iii. Comments like "We are staying with relatives until we get settled"
2. Common reasons for homelessness in Tippah County:
 - a. Fire
 - b. Eviction due to loss of job
 - c. Parent(s) in jail
 - d. Teen moves out because of disagreements with parents or abuse
3. If you suspect that a child in your care has become or may soon become homeless, email the school counselor, the school nurse (Rosemary Reed) and the district homeless liaison (Melinda Marsalis). In the email, give the child's name, grade and why you feel that they child may be homeless.
4. Counselors: Talk to the child first and as soon as possible talk to the parent. Use the homeless identification worksheet. Try to be discreet in your questioning to avoid embarrassment.
5. Counselors: If you determine that a child is experiencing homelessness:
 - a. Ask your MSIS contact to mark the "At Risk" tab labeled homeless
 - b. Contact the school nurse
 - c. Contact the Homeless Liaison
6. The homeless liaison will:
 - a. Ensure that the student is enrolled
 - b. Ensure that the student's education is not interrupted by district policy
 - c. Ensure that the student is enrolled in tutoring services and after school programs as needed
 - d. Supply the parents with a list of community services that may be helpful
 - e. Supply the students with any basic school and hygiene supplies that are needed
7. Title I funds are allowable if the expenditure is directly related to assistance needed for a student to participate fully in the ACADEMIC (not extracurricular) life of his school.
8. Prohibited: Homeless student's living expenses, driver's licensing fee, extracurricular fees, sports equipment, etc.

South Tippah School District

Suspicion of Homelessness

Name of Student: _____ Grade _____ School _____

Name of person filling out form _____ Date _____

Position (teacher, nurse, librarian, etc.) _____

Please explain in the space below why you suspect that this student is or is becoming homeless:

Give form to the Guidance Counselor at your school

Signature of Guidance Counselor

Date

Fax a copy of this form to Melinda Marsalis at 662-837-1362

Federal Programs Intervention Program

The South Tippah School District Federal Program includes an intervention program for at risk students.

Any child who falls into one or more of the following categories, qualifies for the intervention program:

1. Scores minimal in math or language arts on the MCT3 State Test
2. Scores in the lowest section of his/her class on the Star Reader Test
3. Has classroom grades that cause the child to be at risk of failing
4. Indicates on his / her home language survey that English is not the primary language spoken at home
5. Lacks a fixed, regular and adequate nighttime residence

All of the tutors and teachers in the intervention program hold current teaching licenses and are highly qualified to improve their students' core math and language arts skills.

The instructional plan for each student will be agreed upon by the Student Evaluation Team which includes the General Education Teacher, the intervention teacher or tutor and a parent or guardian of the child. This program is voluntary.

Intervention Team

Name	School	Position
Carlyn Bain	Blue Mountain	Teacher
Kimery Williams	Blue Mountain	Teacher
Rhonda Hopper	Pine Grove	Teacher
Pam Davis	Ripley Elementary	Tutor
Debbie Flake	Ripley Elementary	Tutor
Lynda Orman	Ripley Elementary	Tutor
Babbs Graddy	Ripley Elementary	Tutor
Ginger Simpson	Ripley Elementary	Tutor
Ginger Simpson	Ripley Elementary	Tutor
Sandra Cole	Ripley Middle	Tutor
Regina Childers	Ripley Middle	Tutor
Taylor Bain	Ripley High	Tutor
Martina Morfin	All Schools	Interpreter

English Language Learners

The South Tippah School District is home to approximately 200 students who have indicated that English is not the primary language spoken in their home. A vast majority of those students speak Spanish at home. There are also a few students who speak Chinese or Urdu (Pakistan).

1. Identification and Assessment:
 - a. When a student enrolls in the South Tippah School District, he or she is asked to complete a home language survey
 - b. If the student or parent indicates that English is not the primary language spoken in the home, the school counselor completes an initial EL form
 - c. Within two weeks, the student will be given a language placement test
2. Parents will be informed of the assessment results. They may request not to participate in the program.
3. Student Evaluation Team
 - a. The Student Evaluation Team includes the general education teacher, the interventionist, and a parent or guardian of the child.
 - b. The team meets as needed. If a student performs poorly during a grading period, or is noted by the tutor not to be making progress toward fluency, a meeting will be conducted.
4. Program Components
 - a. The students receive primary instruction in the regular classroom
 - b. The students are pulled for thirty minutes per day for tutoring during a study period or other time deemed appropriate by the regular classroom teacher.
 - c. Tutors meet weekly with regular education teachers to learn what units of study the students will encounter and to learn in what areas the student is struggling.
 - d. Tutors may help students to complete regular classroom assignments or remediate or teach students learning techniques
5. Transitioning / Exiting procedure
 - a. Student must score a 4 or a 5 on the Reading, Writing and Overall scores of their English Language Proficiency Test
 - b. Once the student exits the program, they are monitored for four years before they are considered mainstream students
 - c. Students who begin to struggle can re-enter the program if necessary

Other at risk students:

1. Homeless students are automatically given a space in the intervention program and the 21st Century After School Program. If they are not struggling academically, they do not have to attend tutoring, but they must be monitored.
2. ELL students are automatically given a space in the intervention program.
3. Students who scored minimal on the MCT should be referred to the intervention program unless they are receiving Special Education services.
4. Students who are failing a subject or who score in the lowest section of the Star Reading test should be referred to the intervention program.

21st Century After School Program

The South Tippah School District Federal Program includes the 21st Century Learning Center afterschool tutorial program. The program is held at Blue Mountain, Ripley, and Pine Grove Schools. This Program offers free tutoring for students in grades 1 through 12.

The goal of the after school Program is to provide the students, the parents of the School District and the surrounding community with an organized, educational, and recreationally oriented after-school program for all grades. It is the intent of the program to ensure that the students are cared for in such a way that will be beneficial for both the parents and the child.

The After School Program offers:

- Instruction in the basic skills in the core curriculum for each grade.
- Assistance for students that are struggling with mastery of the basic skills with emphasis placed on math and language arts at each site as well as subject area testing in the high school.
- Assistance with homework as needed.
- Activities in physical education, the fine arts, character building, etc.
- A free snack provided through the South Tippah lunchrooms.

The 21st Century After School Program begins immediately after school and operates for two and one half hours per day each day of operation. All program activities are funded by a 21st CCLC competitive grant funded by the MS Department of Education through the U.S. Department of Education.

Students will be admitted using the following considerations and procedures:

1. Student must reside within the School District attendance area and/or have teacher and principal recommendation that meet grant requirements.
2. Students scoring Basic or Minimal on the Mississippi Curriculum Test, will receive priority for admission to the program. Additionally, students academically at-risk as determined by report card grades, classroom performance, and teacher referral will receive priority consideration. All other available program admission slots are on a “first come –first serve” basis.
3. All required registration and admission paperwork is received by the program site. Space availability.
4. Consideration of sibling participation.
5. Student’s ability to cooperate and work in small group settings, display appropriate behavior, and adhere to staff expectations.

All tutoring sessions are conducted by certified teachers, or other program staff directly supervised by certified teachers. All Volunteers not regularly employed by a governmental agency or non-profit community organization are subject to background checks and screenings.

Federal Program Parental Involvement

School Districts that receive more than \$500,000 in Title I funding are required to reserve 1% of that funding for parental involvement activities. The activities should have a goal of helping parents improve the education of their children. This year Blue Mountain will receive approximately \$1,200, Pine Grove will receive approximately \$1,700, and Ripley Elementary will receive approximately \$2,700. A parental advisory committee under the direction of the Federal Programs Director will determine how this money is spent.

According to Federal Law, parents must receive the following annual notices:

1. Teachers in the district are highly qualified
2. The district Report Card
3. Review of state testing results
4. Program Eligibility
5. AYP status
6. Parent Involvement Opportunities
7. Title I Parent Involvement and Program Information
8. Development, distribution and notice of Parent Involvement Policy
9. Notice of Participation in a Language Development Program
10. Notice of AMAO's (Annual Measureable Achievement Objectives)
11. Unsafe School Choice Option
12. Notice of Annual Title I Parent Meeting and Program Information
13. Schoolwide Plan Availability
14. Notice if any teacher is not highly qualified
15. Notice of Involvement opportunities in developing the
 - a. School-Parent Compact
 - b. School Wide Plan
 - c. Parent Involvement Policy

South Tippah School District Title I Parent Advisory Committee



Name of Parent(s) _____

Name of child(ren) _____

School Represented: Pine Grove Ripley Elementary Blue Mountain

Mailing Address _____

Primary Phone Number _____

Secondary Phone Number _____

E-Mail address _____

The South Tippah School District has three schools that receive Title I services. These three schools have federal money that is to be set aside to encourage and improve parent involvement. A parent advisory committee will be put in place at each school to decide how to enhance parent involvement and to implement their plans.

I agree to serve on the 2018-2019 Parent Advisory Committee. I understand that I am expected to attend four planning meetings and help with the implementation of the plans made by the Parent Advisory Committee.

Parent Signature

Date

If there are two parents attending:

I agree to serve on the 2018-2019 Parent Advisory Committee. I understand that I am expected to attend two planning meetings and help with the implementation of the plans made by the Parent Advisory Committee.

Parent Signature

Date

Please list any nights or times that are inconvenient for you for meetings:

Contact Information

Special Education Director – Karen Churchill

662-837-7630

churchillk@stippah.k12.ms.us

Federal Programs Director, ELL Coordinator, Homeless Liaison – Melinda Marsalis

662-837-7156

Fax: 662-837-1362

marsalism@stippah.k12.ms.us

21st Century Learning Centers Director – Kelly Gates

gatesk@stippah.k12.ms.us

