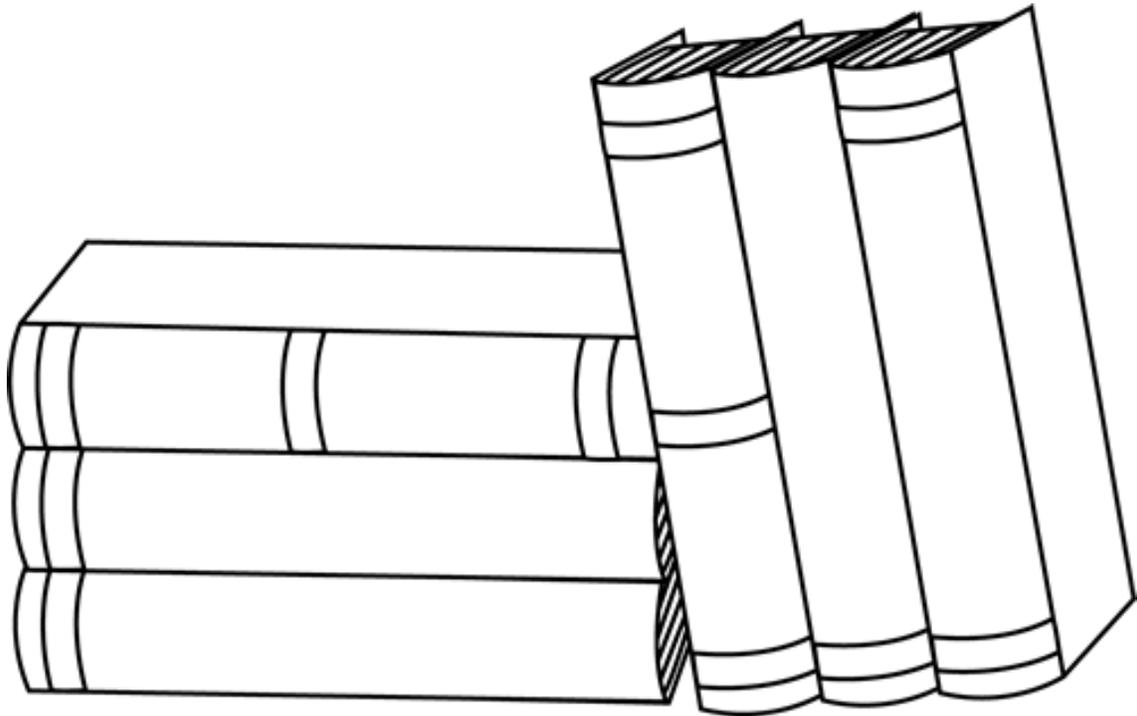


Wall School District  
Your Child  
And  
The Elementary  
Title I Program



2018-2019

## **Non-Discrimination Policy**

It shall be the policy of Wall School District 51-5 that no student, employee, patron or visitor be subject to discrimination on the basis of sex, religion, age, marital status, color, ancestry, race or ethnic background, physical or mental challenge, in the application of any educational and/or extra-curricular program that the district shall fund or support. If any student, employee, patron or visitor to the Wall School District 51-5 feels that they have been discriminated against because of sex, religion, age, marital status, color, ancestry, race or ethnic background, physical or mental challenge, that person shall report the discriminatory act to one of the following: the school counselor; the elementary principal; the secondary principal or the district superintendent. Each of the above may be contacted at: 605-279-2156, or P.O. Box 414, Wall, SD 57790.

504 Coordinator: Charles Sykora  
PO BOX 414  
Wall School District  
Wall, SD 57790  
605-279-2156 x. 2157  
[Charles.Sykora@k12.sd.us](mailto:Charles.Sykora@k12.sd.us)

Title IX Coordinator: Charles Sykora  
PO BOX 414  
Wall School District  
Wall, SD 57790  
605-279-2156 x. 2159  
[Charles.Sykora@k12.sd.us](mailto:Charles.Sykora@k12.sd.us)

South Dakota Regional US Office for Civil Rights:

Office for Civil Rights  
U.S. Department of Education  
One Petticoat Lane  
1010 Walnut Street, 3<sup>rd</sup> Floor, Ste 320  
Kansas City, MO 64106

Ph# 816-268-0550  
Fx# 816-268-0599  
TDD# 800-877-8339  
Email: [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov)

### **What is the Title I Program?**

The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

More information can be found at the United States Department of Education's Web site at: [www.ed.gov](http://www.ed.gov) and <http://www.ed.gov/legislation/ESEA02/107-110.pdf>

### **Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

If you would care for more assistance about FERPA, you can contact the school, the South Dakota Department of Education, and/or the U.S. Department of Education. Information regarding FERPA can be found on the Internet at: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

Note: Student records and directory information is covered under File: JO of the district policy handbook.

## **Parents Right to Know**

Title I Part A, Section 1111(h)(6) specifies that all parents in a Title I school be notified and given the opportunity to request information about the professional qualifications of classroom teachers instructing their child. If you are interested in this information, you may send your request to the building principal who will provide a response.

## **Wall School District Title I Policy**

### **General Description of the Program**

The Wall Elementary School exceeds the 40% poverty rate so they will operate School-Wide Title I Programs. The term "School-Wide" refers to individual school buildings (not the entire school district). Because the Elementary School has a school-wide Title I program means that all students in the Elementary School are considered to be Title I students.

Title I funds to improve core instruction and provide supplemental reading instruction. The ultimate goal of the school-wide programs is the success of all students through effective instruction while offering additional remediation to eligible, struggling students. All students are considered for the extra help, with a major emphasis being placed on good core instruction in addition to individual support.

### **Parent Involvement and Education**

Parents/Guardians are their child's first teacher. Research has indicated that children with involved parents/guardians perform better in school. The Wall School District believes that effective parental involvement is vital to the success of each student.

Each year the district conducts parent meetings to discuss the Title I program. During these meetings, the parent involvement activities and policies are reviewed, evaluated, and when necessary adjustments are made. The parent involvement policy is part of the Wall School District Handbook and the Title I handbook, which is distributed to the parents/guardians of students in the Title I program.

During the parent meetings, the group reviews the Title I handbook. During these meetings, the School/Parent compact, which is part of the handbook, is reviewed. Changes are made when necessary.

The district holds several Parent/Teacher/Community activities. During the fall the district conducts an open house in which the community is invited to meet with the staff. During that time, the families receive their students' assessment results. The Superintendent, Principal, and School Counselor are also available to interpret these results. In addition to the open house, the district holds Parent/Teacher Conference nights throughout the school year. These activities provide the parents/guardians the opportunity to meet their child's teacher(s).

The Wall School District Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. In this policy, the word "parent" also includes guardians and other family members involved in supervising the child's education.

Pursuant to federal law, the district will develop jointly with, and distribute to parents of children participating in the Title I program a written parent involvement policy.

A meeting of the parents of participating Title I students will be held annually to explain the goals and purposes of the Title I program.

Parents will be given the opportunity to participate in the design, development, operation, and evaluation of the program for the next school year and to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs. Parents will be encouraged to attend the meeting and to become involved.

In addition to the required annual meeting, at least two (2) additional parent meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. Notices will be sent to the parents and articles will appear in the local newspaper advising parents and interested persons of the meetings. These meetings shall be used to provide parents with:

- Information about programs provided under Title I;
- A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
- Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program to the district level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Parents will be advised of their children's progress on a regular basis.

Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their children's progress. Parents will also receive inflation and training that will assist them in helping their children at home and at school.

Each school in the district receiving Title I funds shall jointly develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting state standards. The compact shall:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the state's academic achievement standards;
- Indicate the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time; and
- Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

Each year the district compiles and distributes the district report card to area businesses and informs the public through the district newspaper, on the district's cable channel, the back-to-school insert in the local newspaper, through newsletters, and on the district website that the district report card is available to view and that they may obtain a copy of the district's report card. In the report card, the district's AYP status is indicated in all appropriate areas.

**Wall School District #51-5**  
**Title I Parent Involvement Policy**  
**(Per Section 1118 of Elementary and Secondary Education Act)**

The Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents/guardians of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community.

Pursuant to federal law, the district will develop jointly with, and distribute to parents/guardians of children participating in the Title I program a written parent involvement policy.

A meeting of the parents/guardians of participating Title I students will be held annually to explain the goals and purposes of the Title I program. Parents/Guardians will be given the opportunity to participate in the design, development, operation, and evaluation of the program for the next school year and to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs. Parents/Guardians will be encouraged to attend the meeting and to become involved.

In addition to the required annual meeting, at least two (2) additional parent/guardian meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. Notices will be sent to the parents/guardians and articles will appear in the local newspaper advising parents and interested persons of the meetings. These meetings shall be used to provide parents/guardians with:

- Information about programs provided under Title I;
- A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
- Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program to the district level.

Title I funding, if sufficient, may be used to facilitate parent/guardian attendance at meetings through payment of transportation and childcare costs.

The parents/guardians of children identified to participate in Title I programs shall receive from the school principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Parents/guardians will be advised of their children's progress on a regular basis. Opportunities will be provided for the parents/guardians to meet with the classroom and Title I teachers to discuss their children's progress. Parents/guardians will also receive inflation and training that will assist them in helping their children at home and at school.

Each school (Wall Elementary School and Wall Middle School) in the district receiving Title I funds shall jointly develop with parents/guardians of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting state standards. The compact shall:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the state's academic achievement standards;
- Indicate the ways in which each parent/guardian will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time; and
- Address the importance of home-school communication on an on-going basis, with at a minimum, Parent/Teacher conferences, frequent reports to parents, and reasonable access to staff.

REFERENCE: P.L. 103-382, Improving America's Schools Act  
P.L. 107-110, No Child Left Behind Act of 2001

## **Wall Elementary School Parent Involvement Policy**

### **I. IMPLEMENTATION: SCHOOL PARENT INVOLVEMENT POLICY**

A. Wall Elementary School will involve parents in the joint development of its parental involvement plan under section 1112 of the ESSA through:

1. Annual Policy Review
2. Annual Parent Surveys
3. Strategic Planning Meetings
4. Dissemination of Information at Parent/Teacher Conferences

B. Wall Elementary School will involve parents in the process of school review and improvement under section 1116 of the ESSA through:

1. Annual Policy Review
2. Annual Parent Surveys
3. Parent Attendance at School Title I Meetings
4. Meetings during Parent Teacher Conferences
5. Parent Attendance at Conferences or Workshops

C. Wall Elementary School will provide the following necessary coordination, technical assistance, and other support to assist in Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

1. Annual Policy Review
2. Annual Parent Surveys
3. Meetings during Parent Teacher Conferences
4. Parent Attendance at Conferences or Workshop
5. Local Newspapers
6. Wall School District Web Site and Facebook page.

D. Wall Elementary School will coordinate and integrate parental involvement strategies in Title I, Part A schools with parental involvement strategies under Head Start.

1. Annual Meetings
2. Transition Planning
3. Visits with Kindergarten Teachers

Wall Elementary School will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of Title 1, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic background). Wall Elementary School will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parent involvement policies.

1. Annual Parent Surveys
2. Feedback at Parent Teacher Conferences

E. Wall School District will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents to support a partnership among the school involved, parents and the community to improve student academic achievement, through the following activities:

1. Wall Elementary School with the assistance of its Title 1, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as:
  - a. The South Dakota Academic Content Standards
  - b. The South Dakota and Wall Elementary School Local Academic Assessments including Alternate Assessment

- c. The Requirements of Title 1, Part A
- d. How to Monitor their Child's Progress
- e. How to Work with Educators
  - DDN Campus
  - BRAG Books (Binders sent home on a daily basis from the classroom)
  - Parent Teacher Conferences
  - Wall School District Web Site and Facebook page.
  - Literacy and Math Activities for Homes

2. Wall Elementary School will with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- a. DDN Campus/School Announcements
- b. Workshops/Classes/Conferences
- c. BRAG Books (Binders sent home on a daily basis from the classroom)
- d. Parent/Teacher Conferences
- e. Wall School District Web Site and Facebook page
- f. Literacy and Math Activities for Homes
- g. Transition Meetings

3. Wall Elementary School will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

- a. DDN Campus/School Announcements
- b. Various Workshops/Classes/Conferences
- c. BRAG Books (Binders sent home on a daily basis from the classroom)
- d. Parent Teacher Conferences
- e. Wall School District Web Site
- f. Literacy and Math Activities for Homes
- g. Transition Meetings

F. Wall Elementary School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs activities with Head Start, and Wall Preschools and Day Care providers, and conduct other activities that encourage and support parents in fully participating in the education of their children, by:

- 1. Providing Family Tours at School
- 2. Pre-school transition activities in the Kindergarten classroom
- 3. Literacy and Math Materials
- 4. Preschool Transition Team Planning
- 5. Kindergarten/Pre-school screening.

G. Wall Elementary School will take the following actions to ensure that information relating to the school and parent programs, meetings and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternate formats upon request, and, to the extent practicable, in a language the parents can understand:

- 1. BRAG Books (Binders sent home on a daily basis from the classroom)
- 2. DDN Campus/School Announcements
- 3. School Website, School Facebook page, and mass email.

## **II. ADOPTION: SCHOOL PARENT INVOLVEMENT POLICY**

This policy will be distributed to all Elementary School parents in the Wall School District in the Elementary School Title I Handbook each year. A parent/stakeholder meeting will be held annually to review the Parent Involvement Policy.

### **THIS POLICY REQUIRED BY FEDERAL LAW.**

#### **Public Complaints (File: KL Wall School District Policy Handbook)**

Constructive criticism of the schools is welcomed by the district when it is motivated by a sincere desire to improve the quality of the education program and to help the school personnel in performing their tasks more effectively.

Whenever a complaint is made directly to the board as a whole or to an individual board member, the individual or group involved will be advised to take the concern to the appropriate staff member and the administrator in charge.

The board believes that complaints and grievances are best handled and resolved as close to their origin as possible, and that the staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement by the board.

The proper channeling of complaints is as follows:

1. The complainant should discuss the complaint in a timely manner with the personnel involved and the administrator in charge.
2. If, after informal discussion with the staff member and the administrator in charge, the complainant is not satisfied, the complainant may fill out the formal complaint form and submit it to the administrator in charge. The administrator then will respond in writing to the complainant within ten (10) days.
3. If the complainant is not satisfied with the written disposition of the matter by the administrator in charge, the complainant may, within ten (10) days after receiving the written response, appeal the matter to the superintendent, who will read the written complaint and the administrator's written response and will meet with the complainant if requested. The superintendent then will respond in writing to the complaint within ten (10) days of receipt.  
(Note: A complainant may bring an informal complaint to the superintendent after having the informal discussion with the staff member and administrator in charge, but if this does not resolve the matter, it is required that the complaint form be filed with the administrator in charge before the superintendent will render a formal decision.)
4. If the complainant is not satisfied with the written response of the superintendent, the complainant may, within ten (10) days after receiving the written response, request placement of the complaint on the agenda of the next regular board meeting. In considering the complaint, the Board will review the written complaint and the written responses of the administrator in charge and the superintendent as well as listen to oral presentation if appropriate. The board will render its decision by majority vote and respond in writing within ten (10) days of the meeting.

Exceptions to this policy will be made when the complaints concern board actions or board operations only.

If the complainant fails to follow the timelines given above, the complaint will be considered to be resolved.

If the principal fails to render a written response in a timely manner, the complaint may be appealed to the superintendent. If the superintendent fails to render a written response in a timely manner, the complaint may be appealed to the board.

Copies of the district complaint form will be available in the offices of all administrators. A complainant will be given a copy of this policy along with the complaint form.

For purposes of the timelines stated in this policy a "day" refers to a day that school is in session, except that during the summer it refers to regular working days that the Business Office is open.

## **Public Complaint of Federal Programs and Homeless Programs**

The time may arise when a parent/guardian, student, employee, or district stakeholder may have concerns about the Federal Programs (such as the use of federal NCLB funds). These concerns may also address the enrollment and/or other barriers to the education of children and youth experiencing homelessness. If such case arises, the complainant should begin the proper channel of complaints (1) by discussing the complaint in a timely manner with the district's federal programs director. The channel of complaints will follow that of Public Complaints. If at the end of the process the complainant feels the complaint is unresolved, he/she/they may forward the complaint to the South Dakota Department of Education.

### **WALL ELEMENTARY SCHOOL-PARENT COMPACT**

The Wall School District 51-5 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2018-2019.

### **School Responsibilities**

**The Wall Elementary School will:**

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:** The school district will hire teachers who are Highly Qualified as determined by the South Dakota Department of Education. If there are any teachers who are not classified as Highly Qualified, the district will provide the teacher(s) the opportunity to become Highly Qualified.
- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held on October 10, 2018 and October 11, 2018 (from 3:45 PM-6:30 PM) and February 13, 2019 & February 14, 2019 (from 3:45 PM-6:30 PM). If Parents/Guardians wish to meet with their child's teacher(s) at anytime during the school year, they are encouraged to contact the school.
- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide mid-term and quarter/semester report cards during October 10, 2018 and October 11, 2018 Parent/Teacher Conferences (first quarter mid-term), November 8, 2018 (first quarter report card), December 13, 2018 (second quarter mid-term report cards), January 10, 2019 (second quarter/first semester report card), during Parent/Teacher Conferences February 13, 2019 & February 14, 2019 (third quarter mid-term report card), March 21, 2019 (third quarter report cards), April 18, 2019 (fourth quarter mid-term report card), May 27, 2019 (fourth quarter/second semester report cards).
- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents October 10, 2018 and October 11, 2018 (from 3:45 PM-6:30 PM) and February 13, 2019 & February 14, 2019 (from 3:45 PM-6:30 PM) for Parent/Teacher Conference Nights. The teacher workday is between 7:30 AM and 4:20 PM, Monday – Thursday. Parents who wish to meet with staff outside of the scheduled conference nights and teacher workdays are strongly encouraged to contact the school at 279-2156. Parents/Guardians may also contact the teacher via email (teacher email addresses are available on the school's website and/or parent portal). Students in grades K-5 have BRAG Books (three-ring binders) that are sent home daily, which teachers use to communicate with parents/guardians. Parents/Guardians may visit with the child's teacher(s) or the school principal.
- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

According to **File: KK** and **File: IICC** of the Wall School District Policy Handbook, visitors and volunteers are welcome in the schools. Throughout the school year teachers solicit the parents/guardians and community members for volunteers.

## **Parent Responsibilities**

We, as parents/guardians, will support our children's learning in the following ways:

- Monitoring attendance.
- Monitoring progress throughout the year.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Monitor the amount of time spent playing video games.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

## **Student Responsibilities**

As a student, I will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, I will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Seek assistance when I need it.
- Take responsibility for all of my actions.

## **Additional Required School Responsibilities**

Wall Elementary School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of

academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.

6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

To help build and develop a partnership with parents to help their children achieve the State’s high academic standards, Wall Elementary School will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams.
2. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
3. Work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

\_\_\_\_\_  
School Representative

\_\_\_\_\_  
Parent(s)

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**April 12, 2019**

**TO: Parents/Guardians**

**FROM: Wall School District**

**RE: Consolidated Application**

Every year, the Wall School District submits an application to the state for Title Funds. These funds are used to provide assistance to students in the area of reading and math. They are used to provide staff development and for Tobacco, Alcohol, & Other Drugs education. In order to receive the funds for which we are entitled, the district must submit a plan that shows we are meeting the needs of our students.

One way to determine the needs of the students is to solicit information from the parents. Below you will find a brief survey, which will help us develop our educational plan. Please take a few moments to complete these questions, and send the survey back to school. Please send the survey with your child by April 16th. Have your child turn in his/her copy to his/her homeroom teacher. High School students may turn surveys into their teacher first period.

- A) In the area of Tobacco, Drug & Alcohol Education, what do you see as the biggest need in the Wall School District, and how do you feel this need should be addressed?
  
- B) Circle the following items you would be comfortable doing in order for your child to receive assistance; lose recess time, peer tutoring, Parent/Community volunteer program, Other\_\_\_\_\_.
  
- C) How have you worked to assist your child to improve his/her math and reading skills at home?
  
- D) What can the school do to help you assist your child improve his/her math and reading skills at home?
  
- E) Do you know of any workshops and/or programs that you would like to have available to the community? If so, please list them.
  
- F) Comments/Suggestions