

Title I

Plymouth Elementary School



School Wide Plan

2023-2024

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Purpose

The purpose of the Title I Schoolwide School at Plymouth Elementary School is to ensure that all students have a fair, equal, and significant opportunity to obtain a high-quality education. Title I provides funds to improve achievement of the lowest-achieving students – those who are failing, or are most at risk of failing, to meet academic standards – enrolled in high-poverty schools.

Overview

Plymouth School District serves the community of Plymouth, New Hampshire. Plymouth Elementary School includes Preschool through Grade 8. The student enrollment for the on October 1, 2022 was 414 students

The facilities at Plymouth Elementary School consist of thirty classrooms, 1 nurse's office, 1 school counseling office, a library, a multipurpose room, computer lab, and an office suite for the principal, assistant principal, and the school secretaries.

Mission Statement

Educating children to become caring, capable citizens and lifelong learners in a global community.

Vision

- Students will take a responsible role in the learning process and actively participate in the school community.
- Parents will collaborate with teachers and support their child's academic and social goals.
- Teachers will collaborate to prepare a challenging and motivating program that requires students to demonstrate growth in all subject areas.
- Administrators will assist in educating all students to high levels of academic performance and provide a safe, culturally enriching learning environment.

Comprehensive Needs Assessment and Results (Summary)

We have used the following instruments, procedures, or processes to obtain this information: New Hampshire Statewide Assessment System (NH SAS), NWEA, and common assessments (ie. Fountas & Pinnell Benchmark System, AimsWeb Plus, Rapid Automatized Naming (RAN), and DESSA. Our Leadership Team used this information to develop our school strategic plan. Additional information gathered from our district benchmark assessments, local technology reports, and ongoing progress monitoring of individual students are used as teacher teams plan instruction and support student learning.

Our school supports the enrollment of English as a Second Language (ESL or ESOL) by providing ESOL teachers and instructional materials within the classroom as needed. Using the district level database and the enrollment of immigrant, ESL, and homeless students, we can advocate for the resources that are available in our community to benefit these students and their families. Some of these community agencies are churches, after school programs, community youth groups, and school sponsored activities to enhance learning opportunities for our at-risk students.

We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. The latest NH SAS assessment data is detailed below.

Curriculum, Instruction, and Assessment

Curriculum

The staff at Plymouth Elementary strive to provide a balanced literacy approach for all students between the NH ELA state standards and a literacy instructional framework. Beginning in the 2023-2024 school year, the English Language Arts Plymouth Elementary School will be implementing the Wit and Wisdom curriculum developed by Great Minds. Teachers will have digital access to English Language Arts scope and sequence.

SAU 48 District Wide Literacy Plan Literacy Snapshot

SAU 48 is undergoing a major shift in philosophy and instruction. We are moving from a Balanced Literacy approach to a Structured Literacy approach based on the Science of Reading.

In the 21-22 school year most elementary schools had a Faculty Meeting presentation on an Introduction to Science of Reading and many staff members read *Shifting the Balance*. In August of the 22-23 school year all elementary staff began training from *Keys to Literacy*. The K-4 staff participated in the *Keys to Beginning Reading* and the 5th through 8th grade teachers participated in *Keys to Comprehension* training.

The Literacy Leadership Committee (LLC) will continue to meet in order to analyze and structure professional development and instructional practices. As we move ahead with the shift to Structured Literacy it will take collective effort and significant resources for effective implementation system wide. A true commitment to the multi year project that will involve training, job embedded coaching, supporting and cheerleading of our staff, parents and leaders.

SAU48 Literacy Improvement Priority Goals

LITERACY IMPROVEMENT PRIORITY GOALS	
Literacy Leadership & District Structures	During the 2023 - 2024 school year the LLC will actively monitor alignment to the approved curricula/programs, instructional practices, and the SAU Literacy Assessment Plan and data.
Assessment & Use of Data	During the 2023 - 2024 school year all SAU 48 elementary schools will work to closely align with the Literacy Assessment Plan.
Core Literacy Instruction (Tier 1)	By June of 2024, all elementary schools complete training and implementation of any new Tier 1 curriculum including fine-tuning instructional effectiveness, groupings and use of time.
Intervention Literacy Instruction (Tiers 2 & 3)	By June of 2024, a thorough survey of Tier 2 & Tier 3 intervention systems, programs and practices will be completed in each elementary school.
Literacy Professional Development	All K - 4 Teachers complete <i>Keys to Beginning Reading</i> by June 2024. All 5 - 8 Teachers complete <i>Keys to Comprehension</i> and <i>Keys to Content Writing</i> by June 2024.

SAU48 Literacy Assessment Outline 2023-2024



Introduction: Assessments allow us to determine students' strengths and weaknesses. By targeting the different strands of the *Reading Rope*, we can determine gaps for students, which will thereby inform instruction. SAU 48 is shifting to AimswebPlus which is a comprehensive, norm-based assessment system that provides detailed reporting for both families and staff.

	Fall	Winter	Spring
Pre-K (2nd year)	Hegerty: Pre-K Baseline Phonemic Awareness Letter Identification & Sounds (BOY)	Letter Identification & Sounds (see progress from BOY)	Hegerty: Pre-K EOY Phonemic Awareness Letter Identification & Sounds (EOY)
K	Hegerty: K BOY Phon. Awareness Aimsweb: Early Literacy K-1 1:1 - <i>Print Concepts</i> - <i>Initial Sounds</i> - <i>Letter Naming Fluency*</i> - <i>Letter Word Sounds Fluency*</i> - RAN Whole group - Listening Comprehension	Hegerty: K MOY Phon. Awareness Aimsweb: Early Literacy K-1 1:1 - <i>Initial Sounds</i> - <i>Letter Naming Fluency*</i> - <i>Phoneme Segmentation</i> - <i>Letter Word Sounds Fluency*</i> - <i>Nonsense Word Fluency</i> Whole group - Listening Comprehension - Spelling	Hegerty: K EOY Phon. Awareness Aimsweb: Early Literacy K-1 1:1 - <i>Letter Naming Fluency*</i> - <i>Phoneme Segmentation</i> - <i>Letter Word Sounds Fluency*</i> - <i>Word Reading Fluency</i> - <i>Nonsense Word Fluency</i> Whole group - Listening Comprehension - Spelling
Ongoing: Foundations Unit Assessments and "Trick" Words			
Gr. 1	Hegerty: Gr 1 BOY Phon. Awareness Aimsweb: Early Literacy K-1 1:1 - <i>Phoneme Segmentation</i> - <i>Letter Word Sounds Fluency</i> - <i>Word Reading Fluency</i> - <i>Nonsense Word Fluency</i> - <i>Oral Reading Fluency*</i> Whole group: - Listening Comprehension - Spelling NWEA Reading Growth MPG/K-2*	Hegerty: Gr 1 MOY Phon. Aware. Aimsweb: Early Literacy K-1 1:1 - <i>Word Reading Fluency</i> - <i>Nonsense Word Fluency</i> - <i>Oral Reading Fluency*</i> Whole group: - Listening Comprehension - Spelling	Hegerty: Gr 1 EOY Phon Awareness Aimsweb: Early Literacy K-1 1:1 - <i>Word Reading Fluency</i> - <i>Nonsense Word Fluency</i> - <i>Oral Reading Fluency*</i> Whole group: - Listening Comprehension - Spelling
Ongoing: Foundations Unit Assessments and "Trick" Words			
Gr. 2	PAST Aimsweb: Reading Gr 2 - 8 1:1 - <i>Oral Reading Fluency*</i> Whole group: Computer: - <i>Reading Comprehension*</i> - <i>Vocabulary*</i> Paper/Pencil: - Listening Comprehension - Spelling NWEA Reading Growth MAP/2-5	PAST - as needed Aimsweb: Reading Gr 2 - 8 1:1 - <i>Oral Reading Fluency*</i> Whole group: Computer: - <i>Reading Comprehension*</i> - <i>Vocabulary*</i> Paper/Pencil: - Listening Comprehension - Spelling	PAST - as needed Aimsweb: Reading Gr 2 - 8 1:1 - <i>Oral Reading Fluency*</i> Whole group: Computer: - <i>Reading Comprehension*</i> - <i>Vocabulary*</i> Paper/Pencil: - Listening Comprehension - Spelling
Ongoing: Foundations Unit Assessments and "Trick" Words			

Gr. 3	PAST Aimsweb: Reading Gr 2 - 8: 1:1 assessment: - <i>Oral Reading Fluency*</i> Whole group/Computer: - <i>Reading Comprehension*</i> - <i>Vocabulary*</i> NWEA Growth 2-5 Words Their Way (PSI)**	PAST - as needed Aimsweb: Reading Gr 2 - 8: 1:1 assessment: - <i>Oral Reading Fluency*</i> Whole group/Computer: - <i>Reading Comprehension*</i> - <i>Vocabulary*</i> Words Their Way (PSI)**	PAST - as needed Aimsweb: Reading Gr 2 - 8: 1:1 assessment: - <i>Oral Reading Fluency*</i> Whole group/Computer: - <i>Reading Comprehension*</i> - <i>Vocabulary*</i> NH SAS: ELA Words Their Way (PSI)**
	Ongoing: Foundations Unit Assessments and "Sound-Alike" Words		
Gr. 4	Aimsweb: Reading Gr 2 - 8: Whole group/Computer: - <i>Reading Comprehension*</i> - <i>Vocabulary*</i> - <i>Silent Reading Fluency</i> NWEA Growth 2-5 Words Their Way (ESI)**	Aimsweb: Reading Gr 2 - 8: Whole group/Computer: - <i>Reading Comprehension*</i> - <i>Vocabulary*</i> - <i>Silent Reading Fluency</i> Words Their Way (ESI)**	Aimsweb: Reading Gr 2 - 8: Whole group/Computer: - <i>Reading Comprehension*</i> - <i>Vocabulary*</i> - <i>Silent Reading Fluency</i> NH SAS: ELA Words Their Way (ESI)**
	Ongoing: At least 3 SAS modular tests prior to spring testing; PAST - if needed		
Gr. 5	Aimsweb: Reading Gr 2 - 8: Whole group/Computer: - <i>Reading Comprehension*</i> - <i>Vocabulary*</i> - <i>Silent Reading Fluency</i> NWEA Growth 2-5 Words Their Way (ESI)**	Aimsweb: Reading Gr 2 - 8: Whole group/Computer: - <i>Reading Comprehension*</i> - <i>Vocabulary*</i> - <i>Silent Reading Fluency</i> Words Their Way (ESI)**	Aimsweb: Reading Gr 2 - 8: Whole group/Computer: - <i>Reading Comprehension*</i> - <i>Vocabulary*</i> - <i>Silent Reading Fluency</i> NH SAS: ELA Words Their Way (ESI)**
	Ongoing: At least 3 SAS modular tests prior to spring testing; PAST - if needed		

Assessment Results

Spring 2023 NH SAS - ELA Results

Grade	Level 1	Level 2	Level 3	Level 4	% Proficient
3	7	16	9	15	51%
4	16	6	12	12	52%
5	6	7	10	8	58%
6	9	15	13	11	50%
7	5	15	13	15	58%
8	6	13	16	12	60%
PES	18%	27%	28%	27%	55%

Spring 2023 NH SAS - Math Results

Grade	Level 1	Level 2	Level 3	Level 4	% Proficient
3	11	15	10	11	44%
4	7	15	16	8	54%
5	10	9	7	5	39%
6	18	7	14	9	48%
7	9	10	11	18	61%
8	4	7	5	30	76%
PES	22%	23%	24%	31%	55%

Spring 2023 NH SAS Science

Grade	Level 1	Level 2	Level 3	Level 4	% Proficient
5	14	6	5	6	35%
8	10	13	12	12	52%
PES	31%	24%	22%	23%	45%

Plymouth Elementary Report Card

The Plymouth Elementary Report Card is available through the New Hampshire Department of Education website and can be found at: [Plymouth Profile on iPreport](#)

Who are the Title 1 teachers?

Title 1 teachers are highly qualified/certified teachers. All Title 1 teachers work in collaboration with Reading Specialists, Special Education staff, classroom teachers and the Title 1 SAU #48 Program Manager. The Reading and Writing Specialist is Sarah Thompson. You can email Sarah directly at sarahthompson@pemibaker.org if you have any questions regarding the Title 1 program.

How is the schoolwide plan developed?

Plymouth School District's Schoolwide Title I Parent/Guardian Involvement Policy

This parent involvement policy was developed in cooperation by the administrative team at the Title I school, parents of participating students and the school district. It will be made available to all parents/guardians.

District Requirements:

- Annually Title I Program staff will involve parents in the development of the Title I Plan and Title I Program Evaluation through feedback from surveys and interpersonal communication. The Title I staff will continue to solicit their involvement in school improvement efforts.
- The school district and administration team will build school and parent capacity for strong parental involvement. The team will also provide technical and advisory assistance in development and implementation of the plan and effective parent involvement activities.
- The school district staff will coordinate and integrate Title I parental involvement strategies with other programs.

Title I School Requirements:

- Plymouth Elementary School will hold an annual meeting in a timely manner to inform families about the program, parental rights and responsibilities, and opportunities for partnership between the school and the home in building the student's academic skills.
- At the open house meeting, the staff will:
 1. Ensure that all parents received the Parent's Right to Know document regarding teacher qualifications.
 2. Ensure parents/guardians have a copy of the Schoolwide brochure
 3. Ensure parents/guardians have a copy of the Parent/School Compact.
 4. Offer to follow-up with phone calls to clarify any information needed.
 5. Ensure parents/guardians have a copy of the Parents Make the Difference Newsletter.

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6. Parents will be informed of meetings in writing and if possible, invited personally via phone call.
 7. If there is a need expressed for childcare or transportation, the Title I program will make arrangements for students (when appropriate) and siblings to be cared for on-site during the meetings free of charge to the parents. If needed, transportation will be made available to parents wishing to attend.
 8. Additional meetings may be scheduled during the year to provide an opportunity for parents to ask questions and gain information about academic development and strategies to help their students succeed.
- Parent feedback will be gathered to assess the program's effectiveness and to help inform future decisions about its scope and content.
 - Participate in conferences with Title I staff and classroom teacher(s) 2 – 3 times per year.
 - Parent/Teacher discussion will include: strategies for improvement and what parents can do to help support student performance including showing parents how to participate in sharing books and ideas with their children, and help build parents' confidence in their ability to help their children.

How are Title 1 services delivered?

Data driven decisions will be made as to who needs review, re-teaching or enrichment, and how students will be organized with teachers at the grade level. The teachers will decide if there needs to be more review, re-teaching or enrichment. Implementation will be monitored by the grade level teams, and a data school improvement team through the review of formative and summative assessments Teams will determine those students that have not mastered a given standard and will determine how that standard can be re-taught to ensure mastery.

Use of Funds

Plymouth Elementary School is a Schoolwide School program and must use its funds to provide supplemental instructional services for students, who have been identified as failing, or most at risk of failing, to achieve academic proficiency. It is for students who have been identified as having the greatest need for special assistance. The services have to be in addition to (and not replace or supplant) services that students would otherwise receive.

Schoolwide funds can be used for increasingly intensive instructional interventions for students who need extra help. Services may be delivered in a number of ways: in-class instruction and/or extended day, week, or year instruction. Teachers are responsible for providing extra services to identified children; coordinating with other school personnel involved with the students; and involving parents in the planning, implementation, and evaluation of the Title I Schoolwide program.

Parent and Community Involvement

Parent policies and learning compacts are published on the Plymouth Elementary Website at <https://pes.pemibaker.org/> Title I materials are also available at Open House and event nights where parents are encouraged to attend . Plymouth Elementary is proactive in bringing parents into the school. PTO Sponsored nights include: A PTO-sponsored family pizza night in conjunction with a book fair/swap, an ice cream social, musical programs (choral and band performances), etc. We publish a weekly school newsletter which includes a summary of the past month's events and a preview of upcoming plans.

Each fall Plymouth hosts an Open House in which all professional staff are available to inform parents about programs.

- Receive SAU 48 Title I brochure, a copy of Parent Involvement Policy and Parent/School compact
- Receive monthly newsletter "Parents Make the Difference"
- Receive Plymouth Elementary School newsletter
- Participate in conferences with classroom teachers and related service teacher
- Participate in activities/training provided by the district or SAU to help them teach their children (e.g. Annual Conference for Parents)
- Made aware of other local community agencies which provide adult literacy training
- Made aware of and participate in all school sponsored events (e.g. Scholastic Book Fair, Cultural Arts Night, Community Film Viewing Nights at the Flying Monkey,
- Access school website (including PowerSchool grades, Schoolwide Plan, etc.)

In the spring, PES holds a "Gathering of Gratitude" and Book Fair event. The Gathering of Gratitude is an academic fair, Book Fair, and festive evening with food and music.

Parent Right To Know

Plymouth Elementary School publishes on its website information regarding the "Parent's Right to Know" law. Parents may request information regarding the professional qualifications of the student's classroom teachers. The superintendent's office has prepared a directory of SAU personnel which includes at a minimum the following info:

- If teachers have met state qualifications for grades/subjects taught
- If teachers are teaching under emergency or other professional status
- The degree major of the teacher and/or any other graduate certification
- The qualifications of all professionals providing other instructional/support services
- Additionally, all SAU schools currently provide parents information on the level of achievement children made on all state assessments. This information can be found on the New Hampshire Department of Education website at [iReport](#)
- Plymouth Elementary School will provide notice to parents if their child has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

PARENTS RIGHT-TO- KNOW

Title I, Part A of ESEA (Every Student Succeeds Act 2015)

Parent's Right To Know - (Section 1112(e)(1)(A-B))

Qualifications: At the beginning of each school year, a LEA that receives Title I funds must notify parents of each student attending any Title I school that the parents may request, and that agency will provide the parents on request (and in a timely manner) information regarding the professional qualification of the student's classroom teachers, including at a minimum the following:

- Whether the teacher has met State qualifications for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other professional status that the State has waived;
- Whether the teacher is teaching in the field of discipline of the certification of the teacher; and
- Whether the child is provided services by paraprofessionals and if so their qualifications.

Additional Information - A school that receives Title I funds must provide to each individual parent

- Information on the level of achievement and academic growth the child, if applicable and available, has made on each of the state assessments required under this part; and
- Timely notice that the parent's child has been assigned or taught for 4 or more consecutive weeks by a teacher who does not meet the applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Format – The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand

Title I Reading Program School Compact

The PES Title I Reading Program is designed to assist in the development of each child's academic potential. By engaging all stakeholders, it will ensure a successful learning process for the child. The Plymouth Elementary School 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 (ESSA) agree that this compact outlines how the parents, school staff, and students will share the responsibility for the 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.

The Student will be responsible for:

- Coming to school on time and being prepared to learn.
- Showing respect to self, classmates, and teachers.
- Completing all work to the best of their ability.
- Reading or sharing books at home everyday.
- Being a good listener and trying my best in class.

The Parent/Guardian will be responsible for:

- Teaching their child the value of education by encouraging him/her to attend school well-rested and prepared to learn.

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- Establishing a time and place for homework and assisting with assignments to ensure completeness and accuracy.
 - Supporting the school policies, including the goal of this compact.
 - Encouraging their child's effort and supporting his/her progress along the way.
 - Contacting your child's teacher to discuss any concerns regarding their child and his/her performance.

The Reading Specialist will be responsible for:

- Providing a supplemental Reading/Language Arts program that is enriched and accelerated.
- Communicating with teachers on an on-going basis to ensure coordination between the classroom instruction and the RTI program.
- Communicating with parents/guardians regularly regarding a child's academic progress. - inviting parents' guardians to help set learning goals for their child.
- Providing parents/guardians with professional resources to help them increase their child's achievement.

Administrative Guidance for Foster Care Students

To the extent practical and as required by law, SAU48 will work with foster students, their families and the Division for Children, Youth and Families (DCYF) to provide educational stability. With the passage of the Every Student Succeeds Act (ESSA), stability of students in foster care is a priority. Both the New Hampshire Departments of Education and Health and Human Services have developed state guidance to help ensure the effective implementation of the new provisions under ESSA, Based on this guidance, SAU48 has prepared this document as part of our Title 1 Plan.

- ❑ The Principal of each Elementary School and Plymouth Regional High School, acting as the point of contact, will coordinate services for foster students.
- ❑ Foster students will continue to be enrolled in their school of origin, unless it is in their best interest to change schools. If it is not in the child's best interest to remain at the school of origin, the child must be immediately enrolled in the new school,

even if the required documents are not available. All requirements for enrollment records will be waived to ensure a smooth transition.

- ❑ Per the joint guidance: within 5 days of court-ordered school joinder, DYF will complete and send to the sending and receiving school districts the Notice to School District of Residential Placement Change.
- ❑ Per the joint guidance: The team(the school districts, parents, foster parents, DCYF, school counselor, and as warranted the student's IEP Team), will complete the Best Interest Determination Form in a team meeting. The determination will guide whether transportation arrangements will be required if the child will remain in the school of origin.
- ❑ If needed, SAU48 and DCYF will discuss what will be necessary to provide transportation for the child during the above team meeting. If there are additional transportation costs above what is typically expended on a child's transportation in the district, SAU48 will ask DCYF to fund these costs.
- ❑ Per the joint guidance: Any disputes will be addressed by the guidance from the New Hampshire Department of Education and Health and Human Services.

Supports for Students Experiencing Homelessness

Background:

The McKinney-Vento Act is federal legislation, Title X Part C of the No Child Left Behind Act (2002). The McKinney-Vento Act ensures educational access and success for children and youth experiencing homelessness. The reauthorization of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.) added the requirement that all local school districts identify a local homeless education liaison. Every district, whether or not it receives a McKinney-Vento sub-grant, is required to designate an appropriate staff person to serve as the local contact (homeless education liaison for homeless children and youth). SAU 48 will follow all the laws, rules and procedures provided for in 42 USC 11431.

Liaison Role and Responsibilities:

The local liaison serves as one of the primary contacts between homeless families and school staff, district personnel, shelter workers and other service providers. The liaison coordinates services to ensure that homeless children and youth are identified, enrolled in school, have access to transportation to the school of origin, and have the opportunity to succeed academically.

Contact Personnel:

Dana Andrews, District Level Homeless Coordinator, phone 536-1254 or

DAndrews@pemibaker.org

Pam Martin, Title I Coordinator, phone 536-1254 or pmartin@pemibaker.org

Brian Sheahan, Homeless Coordinator for Plymouth Elementary School 536-1152 or

bsheahan@pemibaker.org

- A. The Federal and State governments require school districts to identify and provide services for homeless students.

Any student who meets any of the following criteria shall be deemed homeless:

- Shared the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Lives in a motel, hotel, trailer park, or campground due to lack of alternative adequate accommodations;
- Lives in emergency or transitional housing;
- Was abandoned in a hospital
- Awaits foster care placement
- Has a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings; or
- Lives in a car, park public space, abandoned building, substandard housing, bus or train station or similar setting.

- B. Homeless Students shall be provided a free and appropriate public education in the same manner as all other students in the district and shall not be stigmatized or

segregated on the basis of their homeless status. Homeless students shall not be denied enrollment based on a lack of medical records, immunization records, school records, proof of residence, or any other records usually required for school enrollment.

No School Board committee policy, administrative guideline, or practice shall be interpreted or applied in such a way as to prevent the immediate enrollment or attendance of homeless students or inhibit their potential for school success.

A homeless student, including an unaccompanied homeless youth, shall be allowed to enroll in either his/her school of origin, that is, the school he/she attended when he/she became homeless, or in any public school that non-homeless students who live in the attendance area in which the child is actually living are eligible to attend.

Students shall be permitted to remain at their school of origin during the entire time they are homeless. Furthermore, they shall be permitted to remain at their school of origin until the end of any academic year during which they move into permanent housing.

If a parent/guardian or unaccompanied youth disputes a school placement decision, the district must provide a written response.

Transportation shall be provided to and from the school of origin at the request of the parent/guardian or unaccompanied youth in accordance with the provisions of the McKinney-Vento Homeless Education Act.

Homeless students are entitled to Title I services such as extended day, preschool and supplemental tutoring instruction, clothing and school supplies. Homeless students qualify for free lunch.

C. Responsibilities of school district personnel:

1. Building Principal

- a. Appoints a professional staff member to be the building homeless liaison and posts student and parent homeless information posters in the office.
- b. Provides information about the rights of homeless students and include in student/parent handbooks.

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- c. Enrolls homeless students without delay
 - d. Ensures homeless students participate in New Hampshire State Assessments.
2. Building Secretary
- a. Secretary will record and update when necessary the student's status in the district's SASID system.
3. Building Homeless Liaison
- a. Make a determination if the student is homeless. Consultation is available from the District Homeless Coordinator as well as the New Hampshire DOE Homeless Consultant
 - b. Inform the building principal if the student is homeless
 - c. Provide the parent/guardian with a copy of his/her rights under the McKinney-Vento Homeless Act
 - d. Maintain a log of all homeless students including date of entry and exit
 - e. Ensure the student receives the benefits under the McKinney-Vento Act
 - i. Title I services: tutoring, clothing, school supplies, after school programs: Contact District Title I Coordinator
 - ii. Transportation: Contact District Level Homeless Liaison
 - iii. Free Lunch: Contact SAU office at 536-1254
 - iv. If the homeless student last attended school in another New Hampshire school district and the parent/guardian wishes their child to continue in that school contact the District Homeless Coordinator who will contact the former school district and arrange for transportation and for school records to be sent.
 - f. If you become aware of a homeless student in the SAU 48 School District from another New Hampshire District, and a request is made from that district for transportation or transportation reimbursement (50% of the cost of the transportation), please complete and submit to the District Homeless Coordinator a New Request of Homeless Transportation Request Form for approval.
4. District Homeless Coordinator:

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- a. Provide annual training to all Building Homeless Liaisons
 - b. Post informational posters on homelessness in all shelters, food pantries, and welfare offices
 - c. Monitor the compliance across all schools in SAU 48.

5. Appeals and Dispute Resolution

If two school districts cannot agree on the placement decision, the Superintendents shall resolve the dispute. If the Superintendents cannot resolve the dispute in ten days, the Commissioner of Education shall resolve the dispute.

If the student is sent to a school other than the one requested by the parent/guardian, a written explanation of that decision will be provided to the parent/guardian with the right of appeal to the Superintendent of Schools and the SAU School Board. Parents/guardians may file a complaint to the Department of Education contact for homeless education.

Homeless Students must be included in the New Hampshire state assessments and their participation shall be reported to the School Assessment Coordinator.