

Dietrich School District No. 314

2380

INSTRUCTION

Supplemental Educational Services

Supplemental educational services are additional academic instruction designed to increase the academic achievement of students from low-income families who attend a school that fails to make adequate yearly progress for three consecutive years. Supplemental educational services may include academic assistance such as remediation, tutoring, and other educational involvement, provided that such assistance is consistent with the content and instruction used by the District and is aligned with the State's academic content standards.

Supplemental educational services must be provided outside of the regular school day. Supplemental educational services must be high quality, research-based, and specifically designed to increase student academic achievement. Districts must select supplemental service providers from a list of State approved providers.

Assessing Need for Supplemental Educational Services

In assessing a student's need for extended school services, the schools shall consider each student's performance in the following areas:

1. Academic skill areas for a single subject or single class, application of those skills to everyday life situations, and integration of skills and experiences to acquire new information;
2. School attendance if it negatively affects academic performance;
3. Patterns of promotion or retention;
4. Physical and mental readiness for learning; and
5. If applicable, readiness for transition to work, post-secondary education, or the military.

Eligibility for Supplemental Educational Services

Two (2) or more of the following methods of documentation shall be used to verify which students shall be determined eligible and in the greatest need of extended school services:

1. Teacher recommendation based upon classroom observation and anecdotal records or parent or guardian recommendation;
2. Academic performance based upon analysis of student work and formal and informal measurements of progress; or
3. Behavioral and developmental progress as documented in formal and informal assessments and reports.

Selection for Supplemental Educational Services

Selection criteria for the extended school services program shall be in compliance with applicable procedures.

Notification to Parents of Supplemental Educational Services

The District shall work to ensure that parents or guardians have comprehensive, easy-to-understand information about supplemental educational services. At least annually, the District must provide notice to the parent(s) of each eligible student regarding the availability of supplemental educational services. The notice must do the following:

- Identify each approved service provider within the District, in its general geographic location, or accessible through technology such as distance learning;
- Describe the services, qualifications, and evidence of effectiveness for each provider;
- Describe the procedures and timelines that parents or guardians must follow in selecting a provider to serve their child; and
- Be easily understandable in a uniform format, including alternate formats upon request, and, to the extent practicable, in a language the parents or guardians can understand.

If the District anticipates that it will not have sufficient funds to serve all students eligible to receive services, it should also include in the notice, information on how it will set priorities in order to determine which eligible students do receive services.

Student Progress

The District and supplemental education provider, after consultation with the student's parents or guardians, must agree to a schedule for informing parents and guardians and the student's teacher(s) about the student's progress. The intent of this requirement is to ensure that students are improving their academic achievement and that instructional goals are being met.

Legal Reference: Title I, Section 1116(e)

Other Reference: No Child Left Behind Act Resource Documents, NSBA Council of School Attorneys, November 2003

Policy History:

Adopted on: July 2016

Revised on: