

SIAP Title I-A: Targeted Assistance Plan Requirements

IN GENERAL.—In all schools selected to receive funds under section 1113(c) that are ineligible for a schoolwide program under section 1114, have not received a waiver under section 1114(a)(1)(B) to operate such a schoolwide program, or choose not to operate such a schoolwide program, a local educational agency serving such school may use funds received under this part only for programs that provide services to eligible children under subsection (c) identified as having the greatest need for special assistance.

TARGETED ASSISTANCE SCHOOL PROGRAM.—To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the challenging State academic standards.

In the School Integrated Action Plan (IAP), describe: tThe strategies that the school will be implementing to address school needs, including a description of how such strategies will—

- serve participating students identified as eligible children under subsection (c), including by:
 - using resources under this part to help eligible children meet challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education; using methods and instructional strategies to strengthen the academic program of the school through activities, which may include—
 - expanded learning time, before- and after-school programs, and summer programs and opportunities; and
 - a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act; if school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.
- **Coordinate with and in support of the regular education program**, which may include services to assist preschool children in the transition from early childhood education programs;
- **Provide professional development** with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;

- Implement **strategies to increase the involvement of parents of eligible children**
- If appropriate and applicable, coordinate and integrate Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities
- Help provide an accelerated, high-quality curriculum;
- **Minimize the removal of children** from the regular classroom during regular school hours for instruction provided under this part; and
- On an ongoing basis, **review the progress of eligible children and revise the targeted assistance program** under this section, if necessary, to provide additional assistance to enable such children to meet challenging State academic standards
- **To promote the integration of staff** supported with funds under this part into the regular school program and overall school planning and improvement efforts, public school personnel who are paid with funds received under this part **may**—
 - participate in general professional development and school planning activities; and
 - assume limited duties that are assigned to similar personnel who are not so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

NOTES:

- 1) **Simultaneous Service**: Nothing in this section shall be construed to prohibit a school from serving students under this section simultaneously with students with similar educational needs, in the same educational settings where appropriate.
- 2) **Comprehensive Services**: If —
 - a) health, nutrition, and other social services are not otherwise available to eligible children in a targeted assistance school and such school, if appropriate, has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers; and
 - b) funds are not reasonably available from other public or private sources to provide such services, then a portion of the funds provided under this part may be used as a last resort to provide such services, including—

- i) the provision of basic medical equipment, such as eyeglasses and hearing aids;
- ii) compensation of a coordinator;
- iii) family support and engagement services;
- iv) integrated student supports; and
- v) professional development necessary to assist teachers, specialized instructional support personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children.

3) **Use of Funds for Dual or Concurrent Enrollment Programs:**

- a) A secondary school operating a targeted assistance program under this section may use funds received under this part to provide dual or concurrent enrollment program services described under section 1114(e) to eligible children under subsection (c)(1)(B) who are identified as having the greatest need for special assistance.

- 4) **Delivery of Services:** The services of a targeted assistance program under this section may be delivered by nonprofit or for-profit external providers