

**Title I Statement of Purpose:**

The purpose of this title 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. This purpose can be accomplished by —

- (1) ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;
- (2) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
- (3) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;
- (4) holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;
- (5) distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;
- (6) improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
- (7) providing greater decision making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
- (8) providing children an enriched and accelerated educational program, including the use of school-wide programs or additional services that increase the amount and quality of instructional time;
- (9) promoting school-wide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;
- (10) significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
- (11) coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and
- (12) affording parents substantial and meaningful opportunities to participate in the education of their children.

## **Title I Complaint Procedures**

Any public or non-public school parent, teacher, or other interested person or agency may file a complaint.

### **All complaints must:**

- Be in written form;
- Be signed by the person or agency representative filing the complaint;
- Specify the requirement of law or regulation being violated and the related issue, problem, and/or concern;
- Contain information/evidence supporting the complaint;
- State the nature of the corrective action desired.

### **Upon receipt of the complaint:**

- The District will issue a letter of acknowledgement to the complainant that contains the following information:
  - The date the District received the complaint;
  - How the complainant may provide additional information;
  - A statement of the ways in which the District may investigate the complaint;
  - The District's commitment to issue a resolution to the complaint.

The Principal of Curriculum and Instruction will investigate or designate a building administrator to investigate the complaint. The complaint investigator will:

- Carry out an independent onsite investigation of the complaint;
- Review all relevant information and make an independent determination as to whether the District has complied with the federal program(s) in question;
- Issue a complaint investigation report, entitled *Letter of Findings*, to the complainant that addresses each allegation in the complaint and contains Findings of Fact, Conclusions and Corrective Actions (with a specified timeline) where warranted, as well as the reasons for the District's final decision.

If the investigator determines that a violation has occurred:

- There will be corrective action to return to compliance.

If the investigator concludes that no violation of law or regulation has occurred:

- Attempts will be made to resolve or negotiate the programmatic concern;
- A complaint investigation report, entitled *Letter of Findings*, will be issued to the complainant that addresses each allegation in the complaint and contains Findings of Fact, Conclusions and Corrective Actions (with a specified timeline) where warranted, as well as the reasons for the District's final decision.

All complaints and responses will be kept on file in the office of the Principal of Curriculum and Instruction.

Complainants not satisfied with the findings/remedy of the District may elect to appeal to the New York State Education Department.

**Appeals should be sent to:**

New York State Education Department

Title I School & Community Services Office

Room 365 EBA

89 Washington Avenue

Albany, NY 12234

**Those dissatisfied with the State Education Department's complaint resolution may file an appeal to the United States Department of Education:**

United States Department of Education

Compensatory Education Programs

400 Maryland Avenue, S.W.

Room 3W230, FOB #6

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