



Student Services Information

Title I Reading Assistance Program (R.A.P.)

Collegium Charter School, in accordance with the Department of Federal Programs, provides Title I Reading Assistance to eligible students. All students in grades Kindergarten through grade three are screened based on universal criteria. These criteria include the student's reading grade, proficiency on standardized assessments, teacher recommendation, and attendance. All Title I teachers are highly qualified as defined by the *No Child Left Behind Act*. Title I Reading Assistance consists of pull-out small group instruction.

There will be parent information/involvement meetings and monthly CCS Board of Trustees meetings during the school year for parents who are interested in learning more about the Title I program and participating in parent involvement activities. Dates and times are included in the weekly CCS *Newsletter* and posted on the CCS website.

Title I Program Parent Involvement Policy

In compliance with federal law, Collegium Charter School and parents/guardians of students participating in the Title I program shall jointly develop and agree on the written parental involvement policy. This policy was created to foster parent participation in the development and participation of our school's programs. We recognize the instrumental role our parents and staff play in creating a supportive learning environment.

Collegium Charter School shall:

1. Involve parents/guardians in the Title I plan and the process of school review and improvement.
2. Provide the coordination, technical assistance, and other supports necessary to assist in planning and implementing effective parental involvement activities to improve students' academic achievement and school improvement.
3. Develop activities that promote the school's and parents'/guardians' capacity for strong parental involvement.
4. Coordinate and integrate parental involvement strategies with appropriate programs, as provided by law.
5. Involve parents/guardians in an annual evaluation of the content and effectiveness of the policy.
6. Identify barriers to participation by parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
7. Use findings of annual evaluations to design strategies for more effective parental involvement.

Responsibility of CCS Title I Staff and Administration:

1. Provide an explanation of the reasons supporting a student's selection for the program.
2. Provide a description of services provided.
3. Provide an annual Title I meeting.
4. Provide Title I/R.A.P. parent information sessions.
5. Provide parent-teacher conferences to provide individual student progress, address parent questions and concerns, provide Title I progress reports and individual assessment results, and provide resources to parents to help students maintain reading skills.
6. Establish ongoing communication through the CCS weekly *Newsletter*, CCS website, letters home via student, conferences, workshops, phone calls, and email.

Guidelines for Parental Involvement:

An annual meeting of parents/guardians of participating Title I students shall be held to explain the goals and purpose of the Title I program and the *Home/School Compact*. Parents/guardians are given the opportunity to participate in the design, development, operation, and evaluation of the program. An annual needs assessment is also conducted. At the monthly CCS Board of Trustees meetings, updates concerning the program will be shared, and opportunities for feedback, questions, comments, etc. will be provided.

English as a Second Language (E.S.L.)/English Language Learners (E.L.L.) Program

It is the policy of Collegium Charter School to provide all students with equal access to a quality education, including those whose dominant language is not English and who are learning English as a second language. Collegium Charter School will provide assistance through an appropriate planned instructional program to enable limited English proficient students to progress academically while they are learning English.



The *Home Language Survey* is completed by every family choosing to enroll their child at Collegium Charter School. For a student whose native language is not English and for whom background and/or additional evidence warrants formal assessment of the student's English proficiency level, Collegium will administer the required proficiency assessment and consider the multiple criteria to determine the need for ESL instruction. For students who qualify, instruction consists of both pull-out and push-in supplemental instruction. All ESL instructors are certified, highly qualified teachers with Program Specialist ESL Certificates.

There will be information meetings during the school year for parents/guardians interested in learning more about the ESL/ELL program. Dates and times will be included in the weekly *CCS Newsletter* and posted on the CCS website.

Special Education and Related Services

Collegium Charter School is required by the *Individuals with Disabilities Education Act of 2004* (IDEA) to provide a free appropriate public education to eligible children with disabilities who need special education and related services. Children with disabilities who need special education and related services are identified as eligible for special education if they need specially designed instruction and have one or more of the following physical or mental disabilities:

- Autism
- Deaf-Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment (Including Blindness)

The legal definitions of these disabilities, which the public school must apply under IDEA, may differ from those used by medical or clinical practice. The legal definitions could apply to children with disabilities that have different medical or clinical disorders.

Students are eligible for special education services through the process of a formal multidisciplinary evaluation. *Evaluation* means procedures used in the determination of whether a child has a disability and the nature and extent of the special education and related services needed by the child. The term *evaluation* refers to procedures used selectively with an individual child and does not indicate basic tests administered to or procedures used with all children. Once parental consent for evaluation is obtained, the school has timelines and procedures specified by law that it must follow.

All special education teachers are highly qualified as defined by the *No Child Left Behind Act*. There will be information meetings during the school year for parents/guardians who are interested in learning more about the Special Education and Related Services programs. Dates and times will be included in the weekly *CCS Newsletter* and posted on the CCS website.

Student Assistance Program

The Collegium Charter School Support Team for At-Risk Students (STARS), in accordance with the Pennsylvania Department of Education's Division of Student and Safe School Services in partnership with the Pennsylvania Department of Health's Bureau of Drug and Alcohol Programs, and the Pennsylvania Department of Public Welfare's Office of Mental Health and Substance Abuse Services, is designed to assist school personnel in identifying student issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to student success. The primary goal of the Support Team for At-Risk Students (STARS) is to identify students who are exhibiting at-risk behaviors and help these individuals, along with their parents/guardians, locate in-school and community-based resources so that they may overcome these barriers in order for them to succeed.

For more information about Special Education and related Student Services at Collegium, please contact the Director of Student Services, Ms. Marita Barber at mbarber@ccs.us or (610) 903-1300 ext. 6003.