

Assurances

Red Clay Consolidated School District (953200) Public District - FY 2025 - Opportunity Funding - Rev 1 - District Pages

*** Assurances**

The LEA has not reallocated funds under this section. All allocations have remained in the schools that generated them based on the school's number of students experiencing poverty and population of multilingual learners.

The LEA has reallocated funds received under this section in a manner different than the original school-based allocations. The LEA has followed the procedure under 14 Del. C. 51704(4) to obtain a waiver. The LEA has obtained school board approval.

Documents		
Type	Document Template/Example	Document/Link
Board Minutes [Upload at least 1 document(s)]	N/A	 Waiver- Board Approval

Mental Health and Reading Program Allocations

Red Clay Consolidated School District (953200) Public District - FY 2025 - Opportunity Funding - Rev 1 - Mental Health and Reading - _District Office (With Board Approval) (953200-000) -

Organization ID	Grant Applicant	Proposed Allocations
953200-000	_District Office (With Board Approval)	\$1,005,409.00

Program Details

Red Clay Consolidated School District (953200) Public District - FY 2025 - Opportunity Funding - Rev 1 - Mental Health and Reading - _District Office (With Board Approval) (953200-000) -

School Contact Information

Contact Name	Contact Phone Number	Contact Email Address
* Carol Beck	* 302-552-3743	* carolina.beck@redclay.k12.de.us

* Will 98% of mental health and/or reading funds remain allocated to this school?

Yes No

Investment and Goals

Mental Health and/or Reading (05311)	Cost	Expected Impact (Explain the expected impact of this investment on multilingual learners and/or students experiencing poverty.)
* 1 Reading Support/Specialist	* \$ 154,975.31	* The Reading Support/Specialist teacher will support our multilingual learners and low SES students with targeted reading strategies to improve reading skills. With the use of current student data, the teacher will diagnose and prescribe a plan of instruction to assist students. All testing, progress monitoring, and recording will be done in accordance with RCCSD mandates. The expected impact would be increased outcomes on content assessments and growth on the ACCESS test. School: Lewis
* 3 Reading Support/MLL Teachers	* \$ 455,984.14	* The MLL teacher will support our multilingual learners and low SES students with targeted reading strategies to improve reading skills as well as targeted language instruction to improve English language proficiency. The MLL teacher will assist in reducing class size and engage every multilingual learner and low SES student in high-quality instruction and assessment designed to meet their individual needs. The expected impact would be increased outcomes on content assessments and growth on the ACCESS test. Schools: Forest Oak, Marbrook, Shortlidge
* 4 Reading Support/Instructional Paraprofessionals	* \$ 223,795.19	* The Reading Support/Instructional Paraprofessional will be supporting multilingual learners and low SES students with targeted reading strategies during RTI to improve reading skills. With the use of current student data, the teacher will diagnose and prescribe a plan of instruction to assist students. The paraprofessional will work collaboratively with the students' reading teacher to ensure compatibility between regular instruction and RTI. All testing, progress monitoring, and recording of data will be done in accordance with RCCSD mandates. The expected impact would be increased outcomes on content assessments and growth on the ACCESS test. Schools: Baltz, Mote, Richardson Park, Richey

* 3 School Psychologists	* \$ 170,654.36	* The School Psychologist will support multilingual learners and low SES students by enabling us to provide additional small group counseling interventions as well as individual counseling supports and behavior interventions as part of our Multi-Tiered System of Supports. The school psychologist will support students who have the need for Tier 2 or 3 mental or behavioral health supports. Red Clay school psychologists follow the National Association of School Psychologist (NASP) Practice Model which provides both direct student interventions as well as indirect services. Schools: Johnson, Linden Hill, Warner
School Budget Total:	\$ 1,005,409.00	
School Allocation Total:	\$ 1,005,409.00	
Remaining:	\$ 0.00	