

Clay

ASSURANCES

TITLE I, PART A

The LEA, hereby, assures that it will:

- A. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
- B. Provide technical assistance and support to schoolwide programs.
- C. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
- D. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
- E. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
- F. Take into account the experience of model programs for the educationally disadvantaged and the findings of relevant scientifically-based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
- G. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A (a) of the Head Start Act.
- H. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119.
 - I. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
- J. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
- K. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
- L. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
- M. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
- N. Ensure that the results from the academic assessments required under section 1111(b)(3) will be

- provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
- O. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).
 - P. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
 - Q. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
 - R. Submit an amendment, as appropriate, to the Local Educational Agency Plan as required under section 1112 of Title I, Part A of NCLB Act of 2001;
 - S. Abide by the General Education Provisions Act (GEPA); and
 - T. Ensure that all activities and services described in this application address required activities and clearly document that the proposed activities are supplementary and do not supplant existing State and locally funded activities and required services.
 - U. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
 - V. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
 - W. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

1. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
2. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
3. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

Local Measures of Student Performance (Other Than State-Level Assessment)

(A) a description of **high-quality student academic assessments**, if any, that are **in addition to** the academic assessments described in the State plan under section 1111(b)(3), that the local educational agency and schools served under this part will use to:

- **determine the success** of children served under this **part in meeting the State student academic achievement standards**, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards described in section 1111(b)(1)(D)(ii);
- **assist in diagnosis, teaching, and learning in the classroom in ways that best enable low achieving children** served under this part **to meet** State student achievement academic standards and do well in the local curriculum;
- **determine what revisions are needed to projects** under this part **so that such children meet** the State student academic achievement standards; and
- **identify effectively students who may be at risk for reading failure** or who are having difficulty reading through **the use of screening, diagnostic, and classroom-based instructional reading assessments**, as defined under section 1208;

***Guidance:** If, in addition to the statewide assessments (FCAT), the LEA uses additional local high quality assessments, provide a clear and concise description of such assessments and measures relevant to identifying the instructional needs of low achieving students and the grades to which they apply. How will the results be used to determine teaching strategies and monitor student progress? What time intervals will assessments be administered and who will be involved in selecting assessments.*

Response: In addition to the academic assessments described in the State Plan, Clay County Schools will administer the following high-quality student academic assessments:

Kindergarten: ECHOSs and two segments of DIBELS (four times a year)

Kindergarten through fifth grade: DIBELS (four times per year)

Kindergarten, First and Second: Stanford 10 Achievement Test (annually)

Kindergarten, First, Second and Third: DAR (as needed)

Sixth Grade: the Oral Reading Fluency Test (four times a year)

“Clay Writes” – a series of locally developed writing assessments designed to evaluate narrative, expository and persuasive writing on a rubric scale, administered three times a year.

Basal Reader and Math textbook unit tests (ongoing)

Subject Progress Test – teacher administered tests to measure the progress of students in each subject area. Examples of such tests include SRA Reading Mastery Progress Reports and teacher designed subject matter tests (ongoing)

Computerized assessments such as SuccessMaker Pearson Learn and New Century (ongoing)

All assessments are selected through the district curriculum council and district core subject committees. Representatives from the district and all schools participate in the council and the committees.

Each of the above additional academic assessments are used to determine the success of children in meeting the Sunshine State Standards in the areas of Reading, Writing, Math and Science. Unsatisfactory results, will trigger an “Academic Improvement Plan” for each individual student.

B) at the local educational agency's discretion, a description of any **other indicators that will be used** in addition to the academic indicators described in section 1111 for the uses described in such section;

***Guidance:** To ensure students success in meeting the State academic achievement standards, describe other indicators that may be used in an effort to identify students who are in need of intervention (i.e., daily attendance, discipline referrals, promotion/retention rates, graduation rates, suspensions (in-school and out-of-school), etc.)*

Response: School attendance personnel, guidance counselors, and psychologists are all part of Child Study Teams used to address these issues with individual students.

Consideration may be given to other factors, such as:

attendance

sense of responsibility

mental and physical health

maturity

work habits and attitudes

discipline referrals

suspension (in school and out-of-school).

(C) a description of **how** the local educational agency will provide **additional educational assistance** to individual students assessed as needing help in meeting the State's challenging student academic achievement standards;

***Guidance:** Description should include the use of strategies such as: development of an AIP, extended learning opportunities, computerized instruction, extra reading and/or math sessions, tutorial programs,*

smaller class size, small group instruction, mentoring, extra counseling assistance, advocacy groups, grade level team meetings with parents, parent training in providing at-home support, assistance in providing transportation to students unable to utilize after school services, etc.

Response: The LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards. Such interventions strategies may include, but are not limited to:

Development of an Academic Improvement Plan (AIP)

Title I services

Before and after school tutorial

Saturday school tutorial

Tutoring during the school day

Computerized instruction

Extra reading and/or math instruction during the day

Smaller skill group instruction during reading and math blocks of time

Mentoring

Alternative teaching methods

Referrals to a Child Study Team

Home-community school activities

Planned Improvement for Professional Development

(D) a description of the strategy the local educational agency will use to **coordinate programs under this part with programs under Title II to provide professional development** for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including local educational agency level staff in accordance with sections 1118 and 1119;

Guidance: Description of LEA strategies for coordinating all of its professional development activities including those funded by Title II. Description should include the strengths and needs for professional development and should clearly explain how activities are:

- *aligned with State standards and assessments*
- *based on scientific research*
- *designed to eliminate achievement gaps*
- *based on needs of teachers and principals*
- *based on collaborative planning*
- *designed to enable teachers to address the needs of diverse students, improve student behavior, understand and use assessment data and involve parents*

Response: An annual Professional Development Needs Assessment for teachers, principals, pupil services personnel, administrators, parents and teaching assistants will be administered. The Needs Assessment is made up of district, school, and parent surveys requesting areas of professional development with the greatest need based upon student achievement and State standards and assessments. The results of the Needs Assessment are incorporated into the Clay County Master Inservice Plan. This Plan will then offer professional development based only on scientific research.

Title I and Title II programs use the Clay County Master Inservice Plan to provide frequent training opportunities. Funds from both programs are coordinated to provide quality training without duplication.

District level coordinators for Title I and Title II meet to assure that professional development is researched based and comprehensive.

Parental meetings are held through a District Parent Advisory Council to seek ongoing input from parents.

Coordination of Educational Services for Early Childhood Programs

(E) a **description of** how the local educational agency **will coordinate and integrate services provided** under this part **with other educational services** at the local educational agency or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, such as —

- (i) Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and
- (ii) services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of title VII, homeless children, and immigrant children.

***Guidance:** Describe LEA's strategies for ensuring coordination and integration of services to increase program effectiveness between Title I and other educational programs at both the district and school levels to address targeted students.*

Response: The LEA will coordinate and integrate services with other educational services at the LEA level by:

Participating in the Clay County Interagency Coordinating Council on Early Childhood Services. This community organization meets monthly to promote early childhood services in Clay County.

Participating in the Clay/Nassau/Baker/Bradford Early Learning Coalition

The LEA will coordinate and integrate services with other educational services at the school level by:

Conducting Child Study Teams, which, in turn, recommend to the teaching staff and the parent appropriate support. Some of this support is integrated through services to children with limited English proficiency through the LEP (ESOL) program and the Alachua Multi-county Migrant Program.

Establishing transition strategies that include, but are not limited to:

informational brochures to community preschool programs

staggered Kindergarten enrollment to ease transition into elementary school programs

parent workshops

The LEA will coordinate and integrate services at the LEA level by:

Reviewing School Title I and School Improvement Plans to ensure increased program effectiveness and

the decrease of duplication or fragmentation of the instructional program

Reviewing minutes from individual School Curriculum Council meetings to provide guidance on the integration of services for children

Collaborating with the Alachua Multi-County Migrant and the district ESOL program to provide research-based educational strategies for migrant and ESOL students

Participating in the planning for Individual Education Plans for Exceptional Education students who will receive Title I services

Coordinating with the LEA's Homeless Liaison to provide services to homeless students

Poverty Criteria

(F) a **description of the poverty criteria** that will be used to select school attendance areas under section 1113;

***Guidance:** Criteria should match the same measure of poverty used in completing Title I, Part A Public School Eligibility Survey.*

Response: The poverty criteria that will be used to select school attendance areas shall be the number of children ages 5 through 17 enrolled in the school who are eligible for free and reduced priced lunches under the National School Lunch Act. Schools will be served in order of their poverty level. The LEA will serve all elementary schools with a poverty level of 40% and above.

STUDENT SELECTION PROCESS, TARGETED ASSISTANCE SCHOOLS

(G) a **description of** how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools under section 1115, will **identify the eligible children** most in need of services under this part;

***Guidance:** Describe method(s) to be used for identifying the academically lowest performing eligible students. Description should include methods used for the various grade levels if different.*

Response: The School District of Clay County does not have any targeted assistance schools.

Educational Services – Neglected & Delinquent Children and Youth

(H) a **general description of the nature of the programs to be conducted** by such agency's schools under sections 1114 and 1115 and, where appropriate, educational services outside such **schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs;**

Guidance: *Describe services to be provided to neglected and/or delinquent students being served in: Schoolwide Programs, targeted assistance programs, neglected programs, delinquent programs, homeless programs and non-public school programs; as well as, services to be provided to students returning to the district, as appropriate. Include LEA's use of required set-aside for providing comparable services to identified students who do not attend Title I schools.*

Response: The LEA will conduct schoolwide programs, private school programs (as request for services are received) and services to local institutions for neglected or delinquent children, (if such institutions become available in the LEA) homeless students and neglected and delinquent students. These programs will:

will utilized a Title I Part A set aside to meet the needs of the neglected and delinquent student as well as the homeless student.

be based on researched based strategies for improving achievement and be incorporated into existing school plans

provide an accelerate, high-quality curriculum including applied learning and a technology based environment

minimize removing children from the regular classroom during school hours

coordinate and support the regular education program which includes frequent communication and conferences among regular and Title I funded personnel

provide strategies to increase parental involvement

coordinate Title I resources with other resources to enable children served to meet the State content standards and State student performance standards

review the progress of participating children on an ongoing basis and, if necessary, to provide additional assistance to enable such children to meet the State's student performance standards

Student Selection Process, Migratory Children and Youth

(I) a description of how the local educational agency will ensure that **migratory children and formerly migratory children who are eligible to receive services under this part are selected** to receive such services on the same basis as other children who are selected to receive services under this part;

Guidance: *Include policy for timely identification of migratory children and, upon identification, ensure that schools set and document criteria for services for eligible children and youth.*

Response: The LEA will ensure equal access of migratory and formerly migratory children who are eligible to receive services under this part by:

identification and recruitment of migrant children through the Alachua Multi-County Migrant Program

a migrant advocate who will serve as a liaison between schools and families and will serve to insure that barriers toward enrollment, eligibility for services and other needs are addressed.

tracking eligibility status at the school and district level through a comprehensive data base

providing uniform procedures to ensure equal access of all students through training, an annually updated handbook, and careful monitoring by district personnel.

Use of Title I Funds To Support Preschool Programs

(J) if appropriate, a description of how the local educational agency will **use funds under this part to support preschool programs for children, particularly children participating in Early Reading First or in a Head Start or Even Start program**, and which services may be provided directly by the local educational agency or through a subcontract with the local Head Start agency designated by the Secretary of Health and Human Services under section 641 of the Head Start Act or an agency operating an Even Start program, an Early Reading First program, or another comparable public early childhood development program;

Response: The LEA does not designate funds to fully support preschool programs for children. These services are provided through the Clay/Nassau/Baker/Bradford Early Learning Coalition.

School Improvement Process – SINI/Corrective Action/ Restructuring

(K) a **description of the actions** the local educational agency will take to **assist its low-achieving schools identified** under section 1116 as in need of improvement; corrective action, or restructuring.

Guidance: Describe district's plans as outlined in Section 1116.

Schools identified as in need of improvement (SINIs)

Response: The LEA will utilize assessment results from the Florida Comprehensive Assessment Test (FCAT) to identify schools who have not made adequate yearly progress and are designated as "Schools in Need of Improvement". The LEA assists its low achieving schools by:

Sending a letter to parents giving them an option to transfer to a higher performing school or remain at the school and receive supplemental educational services (free tutoring) if the student is eligible for the tutoring.

Providing assistance in developing a school improvement plan that will incorporate strategies based upon scientifically based research.

Providing technical assistance in analyzing data, progress monitoring, and professional development.

Conducting a peer review process of the School Improvement Plan and Title I Part A components

Schools identified for corrective action

Response: The LEA will continue to provide parents an option to transfer to a higher performing school or enroll in supplemental educational services at their home school (if the student is eligible).

A Targeted District Support Team will be organized to assist each school in Corrective Action in implementing a School Improvement Plan with scientifically based research strategies, professional development and parent involvement that significantly increases student achievement. This team will meet with the school on a regular basis throughout the school year to monitor progress and provide district level support.

Schools identified for restructuring

Response: If a school is identified as needing restructuring, the LEA will provide a Targeted District Support Team to plan for the restructuring based on one of five options provided under NCLB. The restructuring plan will be implemented no later than the beginning of the school year following the restructuring designation.

Public School Choice Options

(L) Describe the actions the local educational agency will take to implement NCLB Public School Choice Options, consistent with the requirements of section 1116:

PUBLIC SCHOOL CHOICE AND SUPPLEMENTAL EDUCATIONAL SERVICES (SES)

NOTIFICATION TO PARENTS:

PL 107-110, Sections 1116(b)(1)(E) and (b)(6)

For Title I schools identified as in need of improvement, corrective action, and restructuring, the LEA must, no later than the first day of the school year, provide the parents of each student enrolled in the school with the following information:

- the school's status and what the identification means
- how the school compares in terms of academic achievement to other public schools in the LEA
- the reason(s) for the identification
- what the school and LEA are doing to address the academic problem(s) and how parents can help
- options for public school choice, including transferring to another public school and supplemental educational services, as applicable.

Guidance: *Describe the process and procedures the LEA will use to notify the parents of each student enrolled in the schools identified as in need of improvement, corrective action, and restructuring regarding NCLB public school choice options, ensuring that the notification includes the required components identified above. Communication with parents must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. Describe the timelines for notifying the parents and how much time will be provided for parents to consider their options. Describe the process and procedures to be established for enabling parents to communicate their choice of school or supplemental services to the school or LEA.*

Include the LEA plans for any additional communication to parents related to NCLB school choice such as meetings, public announcements, newsletters, etc.

Response: The LEA will communicate with parents about the status of the school and choice options through a variety of methods. These communications include: a letter sent to the home of each student in a Title I school identifying the potential for not making Adequate Yearly Progress and a School Improvement designation. The letter contains all the required elements. This letter is mailed in the spring of each school year. Parents wishing to transfer their child to another school have one month to reply but requests are honored up until the first day of school. Letters are sent home in Spanish and a translator is available if needed.

Information about School Choice Options and School improvement is also available through the School district of Clay County Website and Public Television - Channel 29. The local newspapers provide parents with additional information on Adequate Yearly Progress and School Improvement.

The LEA confirms receipt of a parent's opted choice through a letter sent to the home of the parent. This letter contains the bus route and the time the student will be picked up from the bus stop and returned to

the bus stop. Additional phone calls will be made to the homes of any returned letters to facilitate proper communication with the parent.

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Funds for Transportation and Supplemental Educational Services:

PL 107-110, Sections 1116(b)(10)(A) (C) and 1116(e)(2)(C)

The LEA must reserve an amount equal to 20 percent of its total allocation to implement the LEA's public school choice plan. Of this amount, a minimum amount equal to five percent of the Title I allocation must be allocated to support the costs of choice with transportation, and a minimum amount equal to five percent of the Title I allocation must be set aside for the costs associated with the provision of state-approved supplemental educational services. If the amount of funds is insufficient to provide supplemental educational services to all eligible students whose parents request the services, the LEA must develop a process to prioritize the provision of supplemental educational services to the lowest-achieving students.

***Guidance:** Describe the process and methodology to ensure the LEA will allocate and use an amount equal to 20 percent of the Title I funds for NCLB public school choice options. LEAs must use an amount equal to five percent of the Title I allocation to provide or pay for choice with transportation and an amount equal to five percent of the Title I allocation to provide supplemental educational services. The remaining amount equal to ten percent of the allocation must be used for transportation, supplemental educational services, or both as determined by the school LEA. Describe the process for prioritizing the provision of supplemental educational services to the lowest-achieving students if it is determined that there are insufficient funds to provide supplemental educational services to all students whose parents request the services.*

Response: The Title I part A project application requires the allocation of 20% of the the available funds to be set aside for NCLB public school choice options. Through the application, the LEA insures that 5% of this amount is allocated to provide Choice with Transportation and an amount equal to 5% of the allocation is allocated to Supplemental Educational Services. The remaining amount will be utilized for Choice with Transportation, SES services, or both as the need is exhibited.

Should there be a need to prioritize services for students, the lowest achieving students as evidence on the statewide assessments would recieve priority. The students exhibiting the greatest need in the area of reading proficiency would be served first should there be insufficient funds to provide services to all students whose parents request the services.

SUPPLEMENTAL EDUCATIONAL SERVICES

Notification to Parents:

PL 107-110, Sections 1116(e)(2)(A) and (B)

For each school identified as in need of improvement for two or more consecutive years, the LEA must provide annual notice to parents of all eligible students enrolled in the school of the availability of supplemental educational services, including:

- a list of state-approved providers serving the LEA
- a brief description of services, qualifications, and demonstrated effectiveness of each provider
- an offer to assist parents in choosing a provider.

Guidance: Describe how the LEA will notify parents of all eligible students enrolled in a school identified as in need of improvement for two or more consecutive years of the availability of supplemental educational services. Communication with parents must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. Describe how the LEA plans to widely distribute supplemental educational services enrollment forms to parents and make the enrollment process easily available for parents to access. Describe the timelines for notifying the parents and how much time will be provided for parents to consider and choose a supplemental educational services provider. Include plans and timelines for any additional communication and outreach to parents related to supplemental services, such as provider fairs, school meetings, etc.

Response: In August of each school year, parents of eligible students in schools identified as in need of improvement for two or more consecutive years will receive a letter in the mail describing the supplemental services that will be offered during the school year. The mailing will contain a description of each provider, an enrollment form and directions for securing the free tutoring services. Letters will also be available in Spanish.

In addition to the letters, Providers Fairs will be held at each eligible school site to assist parents in making a wise selection for tutoring services. SES On Site Facilitators will assist in getting the information out to all eligible students and facilitate the enrollment process. Information will also be made available on the LEA web site and Public Television-Channel 29.

Parents are encouraged to sign up for tutoring by September 8th, but enrollment will remain open all year if there is no need to prioritize services.

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LEA/Provider Contract:

PL 107-110, Sections 1116(e)(3)(B)(C)(D) and (E)

The LEA must enter into agreements (contracts) with each state-approved provider that parents selected within the LEA. The agreement must:

- address the development and implementation of the Parent/District/Provider Agreement (PDPA)
- describe how the student's parents and student's teacher(s) will be regularly informed of the student's progress
- provide for termination of agreement if the provider is unable to meet goals and timetables
- contain provisions for payments to provider by the LEA
- prohibit provider from disclosing any student identifiable information.

Guidance: Describe the process the LEA will use to develop and implement the agreement (contract)

between the LEA and each state-approved SES provider selected by parents in the LEA to include all of the required components listed above. Include the timelines that will ensure students begin receiving supplemental educational services as soon as possible in the school year, but no later than October 1 of each school year. It is expected that school districts initiate the contractual process with each provider and that each district and state-approved provider complete a signed contract within 45 days of receiving notification from the provider of its intent to provide SES to students within the district. Describe the method by which the LEA will ensure that the provider regularly informs each student's parent(s) and teacher(s) of student's progress. Include process to ensure that parents are notified by the provider if their child is not attending regularly. Describe the policies relative to use of school facilities by providers; policies and procedures to ensure confidentiality of student identifiable information; and the process to ensure background checks and fingerprints for all provider employees who will have direct contact with students.

Response: A contract will be developed containing all the required components. The contract will be reviewed by the LEA lawyer and approved by the school board. The contract will be issued to Providers and due back to the LEA before the middle of September. Tutoring will start no later than the end of September.

Each Provider has been approved by the State and must adhere to all requirements of student progress information to parents and teachers and attendance policies. These applications would not have been approved by the State if all components were not addressed. If a Provider fails to meet the requirements, the LEA will report the inadequacies to the State.

Providers may use school facilities to provide services for a nominal fee. Providers are informed during a Provider meeting at the beginning of the school year and in written form of the confidentiality of student identifiable information.

Background checks and fingerprints for all provider employees are monitored by the district.

Parent/District/Provider Agreements (PDPAs):

PL 107-110, Section 1116(e)(3)(A)

The LEA must enter into agreements (PDPAs) with each state-approved provider that parents selected in the LEA. The PDPA must be signed and dated by the parent, the LEA, and provider prior to the provision of services, and must include:

- specific student achievement goals for the student
- how each student's progress will be measured
- timetable for improving achievement
- for students with disabilities, consistency with individualized education program.

Guidance: *Describe the processes, procedures, and timelines the LEA will use to develop, implement, and monitor the PDPAs in consultation with students' parents and providers that will address the required components listed above, including the procedures to ensure individual student needs are assessed and diagnosed, skill gaps are identified, and an individualized instructional program and intervention is designed to meet students' individual needs. Describe the plan to address circumstances when all three parties are unable to physically be present to sign and date PDPAs.*

Response: The Parent/District/Provider Agreement includes all the required components. The PDPA was

created with parent and provider input and approved by the School Board.

The PDPA will be initiated immediately after the Provider Fairs. Providers will be notified of the number of enrolled students. The Providers in joint consultation with the LEA and the Parent will create a PDPA that assesses the student needs and identifies skill gaps. The PDPA will reflect strategies that will assist the student in meeting academic deficiencies. With the current per pupil amount designated by the State, most students will receive 8-12 weeks of tutoring.

Students with disabilities will have a PDPA that is consistent with the individualized education program. If the Provider is not equipped to meet the needs of the student with disabilities the LEA will provide the tutoring services.

If circumstances are such that one or all three of the parties are unable to physically be present to sign and date PDPA's then the PDPA's will be sent by mail or fax to the absent party for signatures and returned to the LEA.

Highly Qualification Requirements

((M) a **description of how** the local educational **agency will meet the requirements of section 1119;**

Guidance: *Describe district's plans for supporting ongoing training and high-quality professional development to assist teachers and (instructional) paraprofessionals in satisfying HQ requirements. Briefly describe methodology for ensuring the use of (not less than 5%) set-asides for supporting professional development. Description should include current status of district's HQ teachers and paraprofessionals; indicate timelines involved; and indicate goals and strategies for annual increases or for 100% compliance, etc.*

Response: The LEA plans to ensure that all teachers teaching in core academic subjects are highly qualified. Currently, 178 teachers have not met the highly qualified status. All paraprofessionals have met the high quality requirements.

The LEA will use the following strategies to continue to meet highly qualified goals:

expend a minimum of 5% of the LEA's Title I Part A allocation to assist teachers and paraprofessionals in becoming highly qualified

ensure that principals of Title I schools attest in writing that the school is in compliance with the requirements in this section

provide tuition reimbursement from Title I and Title II funds to assist teachers and paraprofessionals in becoming highly qualified

implement a Master Inservice Plan designed to meet the professional development needs of teachers

approve School Improvement Plans with strong professional development components

require schools to submit schedules reflecting the assigned duties of the paraprofessional to ensure that duties are consistent with NCLB

provide informational workshops to inform principals and district personnel of the required qualifications for paraprofessionals and to ensure that paraprofessionals are not assigned duties inconsistent with NCLB

provide assistance for paraprofessionals to complete a rigorous assessment of their knowledge of and ability to assist in teaching reading, writing, and mathematics

provide opportunities for ongoing professional development for paraprofessionals

Educational Services for Homeless Children and Youth

(N) a **description of the services** the local educational **agency will provide homeless children, including services provided with funds reserved under section 1113(c)(3)(A);**

Guidance: *Describe services to be provided to assist children experiencing homelessness and who do not attend Title I schools. Include in description the provision of educationally related support services to be provided to children in shelters and other locations where children may live.*

Response: The LEA will reserve a portion of its Title I Part A funds to provide educationally related support services for homeless students. Services are coordinated through the Homeless Liaison operating in the Student Services Department. The Homeless Liaison is responsible for requesting the funds on behalf of the homeless student. The Homeless Liaison will document the homeless situation and make the request for the educationally related support services. Such services may include:

providing schools supplies

providing books and other reading materials to homeless children

providing tutorial services

providing appropriate clothing in order to promote school attendance

providing computerized instruction

assisting homeless families to attain needed services

Parent Involvement

(O) a **description of the strategy** the local educational agency will use to **implement effective parental involvement under** section 1118; and

Guidance: *Description should include procedures for the development and dissemination of district parent involvement policy; (1%) reservation (use and distribution of 95% to schools) of Title I allocation for parent involvement activities; annual review of the effectiveness of the parent involvement policy; annual self monitoring to ensure schools: (1) development of parent involvement policies, (2) annual meeting to inform parents of school's participation in Title I; (3) offer flexible meeting times, (4) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, (5) provide parents of participating children, timely information about the school's program, (6) develop and use school-parent compacts, (7) provide training for parents in working with their children to improve academic achievement, (8) provide opportunities for parent-teacher conferences, and (9) assist schools in developing and providing information to parents in other languages, as needed.*

Response: The LEA will implement effective parental involvement by:

reserving a minimum of 1% of its Title I Part A allocation for parent involvement , with 95% going to Title I schools

developing (with direct input from parents of Title I schools) and disseminating the LEA's Parent Involvement Policy and conducting an annual review of the policy's effectiveness

conducting an annual meeting to inform parents of the school's participation in Title I

meeting on a regular basis with parent representatives from each Title I eligible school in the form of a District Parent Advisory Council (PAC). The PAC committee will be used to provide input into all policies and programs relating to Title I, Part A

being active members of the Clay County Interagency Coordinating Council on Early Childhood Services which coordinates all programs within the LEA and the local community, including early childhood programs such as Head Start

offering flexible meeting times and a variety of parent training opportunities to help parents work with their children to improve academic achievement. These training opportunities will be district based, site based and take advantage of any state sponsored training

developing and using school-parent compacts at each school site

providing through meetings and correspondence, information to parents about the school's program

offering opportunities for parent-teacher conferences at a variety of times

assisting schools to provide information for parents in other languages, as needed.

Extended Learning Opportunities

(P) where appropriate, a **description of how** the local educational agency will **use funds under this part to support after-school** (including before school and summer school) and school-year extension programs.

Guidance: *Describe how LEA will incorporated extended learning opportunities for remediation beyond the regular school day (before school, after school, during the summer, and during an extension of the school year) that will enhance student achievement. Include strategies most likely to assist in bringing groups to proficiency in reading and mathematics such as additional tutoring, parental involvement, or other. Indicate the selection process for determining students to be served (i.e., identified by analysis of student performance data in reading, math, etc.) Provide methodology for the selection of effective, research-based learning strategies to be used.*

Response: The LEA allocates funds to its Title I schools to implement programs which each school determines are necessary to assist children to meet the State's standards, through the school's comprehensive needs assessment. Schools are encouraged to utilize these funds to support after-school, before-school, and school-year extension programs. Students are selected based upon academic achievement with low performing students given a higher priority. Careful monitoring takes place to ensure that schools do not supplant State funds available for the same purpose.